Volume 121 NOVEMBER, 1938 Number 8

NOV 2 1938

Treasures in Heaven
BURTON P. FOWLER

Conserving Classroom Time
SAMUEL ENGLE BURR

Students with Whom I Have Failed
LEWIS H. CHRISMAN

The Right to Be Lefthanded
JAMES NEWELL EMERY

Building Better Study Habits — CHARLES EDGAR FINCH
2—The Lesson Assignment

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Contents for November, 1938

WORLD AT LESSONS 257
(Editorials)
Please Don't Peg Us Yet
No Better Than Their Boards
Purges—Here and Yonder
Peace Prolonged
Radio as Educational Adjunct
Strong Familiar Word
Utopias for the Aged

BUILDING BETTER STUDY HABITS 259
2—The Lesson Assignment
Charles Edgar Finch

TREASURES IN HEAVEN 261
Burton P. Fowler

BRING CRISES INTO CLASSROOMS 262
J. W. Studebaker

CONSERVING CLASSROOM TIME 263
Samuel Engle Burr

NEWSPAPER AS TEACHING TOOL 265
Frederick R. Eames

TWO-WAY READING 266
Carroll D. Champlin

STUDENTS WITH WHOM I HAVE FAILED 268
Lewis H. Chrisman

THE RIGHT TO BE LEFTHANDED 270
James Newell Emery

A VISIT TO A BANK 272

"I CAN READ IT BUT NOT TALK IT" 273
Dorothy Ann Rust

ADJUSTING FOR SMOOTH PERFORMANCE 274
Elsie Robinson

SUCCESSFUL SUPERVISION 375
Frank M. Rich

WHY HAZING IS OUT 276
Raymond E. Manchester

ALL IN THE DAY'S WORK 276
Everett V. Perkins

BOOK REVIEWS 277

THE NEWS DIGEST 279-285

EDUCATIONAL HORIZONS 280
Randall R. Penhale

GRINS BETWEEN GRINDS 286

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The Editors Say . .

Last week a reader whose judgment we respect came across with the declaration that ours is "the best magazine in America for school workers." May he not have mistaken our high aim for the actual attainment?

The problem of a magazine like ours which is not and does not wish to be too narrowly specialized or super-technical, is to select articles that possess a wide appeal to educational leaders—material that will prove of interest and value to them regardless of the level at which they happen to be working. Putting that yardstick of general interest to the articles in this November number, we are surprised ourselves at the way they score. We have rarely been able to offer you so many articles coming so near to that common denominator of education which undergirds every effort of the profession. Suggestions for you and you and you are lurking in nearly every paragraph.

It isn't that we wish to boast, or that we would ask every one to agree with all we print. But we want you all to know that we as editors, together with a growing number of school workers with vision and the power to write effectively, are sparing no pains to produce for you a journal of worthwhile contents that will hit you where you live as well as where you work. Please tell us wherein we fail and—if you have something to contribute as your part, do not hesitate to send it this way.

Help us to catch three little foxes, please, that eat into our cashbox. One is the failure to send stamps for the return of unsolicited manuscripts. The second is neglect to notify us of your change of address. (If Uncle Sam does this we have to pay him.) The third is delay in renewal of subscriptions.

"Thanks a lot" to all who sent us their comments on the October issue. We do appreciate these reader reactions.

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NEW YORK CINCINNATI CHICAGO BOSTON ATLANTA DALLAS SAN FRANCISCO

The JOURNAL of EDUCATION

ANSON W. BELDING, *Editor*

VOLUME 121 BOSTON, NOVEMBER, 1938 NUMBER 8

World at Lessons

Please Don't Peg Us Yet

It is indeed a grand publicity stunt, this planting of an 800-pound metal container fifty feet below the ground at the New York World's Fair, for the benefit of historians and archeologists 5000 year hence. All the important libraries of the earth will be presented with time-resisting printed books to help the excavators of 6939 to locate the bottled documents —the one hundred books in microfilm, the newsreels of the hour, and numerous small articles.

Ah, how foresighted it all is Of course, the antiquarians of a thousand or two thousand years from now may become curious and dig up the capsule, thus cheating the intended legatees. Yes, a lot can happen. Posterity will judge us by accidental rather than by planted remains. Some one has suggested that we of today may become noted for our gasoline stations.

Somehow we are less concerned about preserving the evidences of our present civilization, such as it is, than in paving the way for a more creditable civilization a few generations hence.

Won't the historians please give us another century or two at least, before they try to peg our doings for posterity?

No Better Than Their Boards

It has often been said that communities get just about as good schools as they deserve. There is certainly an element of truth in the statement. For the quality of instruction is determined, in he last analysis, by the types of persons the citizens elect to their Boad of Education. The board not only chooses the Superintendent but decides how much his influence is to count from year to year. The board raises or lowers educational standards in accordance with its own ideas. Recent years of economic crisis have seen many self-seeking persons elected to school boards—persons who would sacrifice the schools to put their own friends and relatives in jobs or to build up political machines for themselves or their respective parties. No school system can maintain itself at a proper level of efficiency or preserve decent ideals of teaching and administration in the face of downward pressures from a board whose members represent low ideals or are incapable of understanding educational procedures.

A courageous Superintendent who holds clearly to his professional goals may accomplish much with the cooperation of a board whose members honestly wish to give the children the best education possible, even though the board members lay no claim to expertness in education and are mainly interested in a businesslike administration. But there is nothing good to be hoped for from a system of schools which has been turned over to the cheapest sort of citizens to run as a political or personal racket.

Purges—Here and Yonder

Mr. Roosevelt's effort to purge his party of lawmakers who obstruct his program met with a mixture of success and failure in the primaries and its final outcome in the elections of early November are still awaited at the moment of this writing.

Meanwhile, a comparison of the so-called "purge" as it exists in Europe and in the United States should be assuring to Americans.

When Hitler, Mussolini or Stalin decides upon an act of political purification, the objectionable leaders are quickly shorn of their power, or in the Soviet phrase, "liquidated." Prison, concentration camp or the firing squad removes the men who have dared to differ.

In this country, a President takes his problem to the people. He tells them that he could achieve his purpose better if certain legislators were not returned to Congress.

The people hear not only the President and those who side with him, but also the men he is seeking to eliminate from office. The radio, the press and the public platform are free to debate the issues. The very idea of the purge itself—the right of a President to seek control of Congress—is openly discussed by candidates, editors, public men and citizens generally.

Such discussions could not take place in dictator-ridden countries. Freedom of expression is the one thing no dictatorship dares to tolerate. All opinion must be unified by whatever distortions of the truth the official propagandist may deem necessary.

Whether the very attempt to purge the dominant party of its rebellious members is an assault upon the Constitution is an issue upon which honest differences exist.

Peace Prolonged

The death of civilization is war. Its life—its opportunity to breathe and grow and have its being—is peace.

We may not and do not like the price at which peace was bought in Europe a few weeks ago. That price was paid for the most part by one small nation, Czechoslovakia, to another and more powerful nation at the point of a gun. Other strong nations stood aside and refused to prevent the holdup. It was not brave or idealistic. It may not turn out to have been expedient, even.

Premiers of England, France and Italy returned to their homes after their meeting with Hitler in Munich as men of the hour. They were hailed as heroes who had saved the peace of Europe. The whole world—outside of Czechoslovakia—gave a sigh of relief. Only Soviet Russia dissented.

The future may reveal that the Soviet foreign minister, Litvinoff, was right in his great speech at Geneva in which he predicted that concerted action alone would stop aggressor nations.

Perhaps the most significant utterance of the entire crisis was that of Prime Minister Neville Chamberlain before the House of Commons on Tuesday, September 27, in which he doubted whether "a small nation confronted with a big, powerful neighbor, is an issue that could in all the circumstances be sufficient to involve the whole British Empire in war simply on her account.

"If we have to fight it must be on larger issues than that. If I were convinced that any nation had made up its mind to dominate the world by fear of its force, I should feel that it must be resisted.

"Under such domination the people who believe in liberty would not feel life worth living."

Radio As Education Adjunct

It is easy to overlook the educational values inherent in radio and to dismiss the subject by pointing to the large amount of trash to be heard on current broadcasts. Yet children as well as adults are listening to this "trash," and also to many programs of higher quality—excellent music, world news, first rate drama, informative talks and quizzes, and a variety of worthwhile features.

Radio has suddenly become one of the most potent forces in that accidental environment which does so much to supplement and modify the planned environment of formal education.

Teaching boys and girls how to make discriminating use of radio, discarding its worst and gleaning its best, is a challenging task.

Schools have been experimenting with broadcasts of their own, ranging from classroom skits behind a curtain to programs going out from regular local stations by courtesy of the station owners and at periods which happened to be open.

It has remained for the public schools of Cleveland to go a step further and acquire their own radio station, through which any or all of the city's classrooms may be reached at any desired time of day with such instruction or entertainment as the authorities wish to present. This should afford rare opportunity to discover the true possibilities of radio as a planned educational adjunct. The experiment will have its limitations and its dangers. It will not replace but will only complement the daily offerings to the commercial broadcasters. But the operators of the Cleveland educational station will themselves learn a lot that will be helpful to them and to their colleagues everywhere.

Strong, Familiar Word

Shirley Temple, in the film play "Little Miss Broadway," is shown at one point having a lesson in reading. She comes to the word "peril," which her teacher explains as meaining "danger."

"Then why didn't they say so!" exclaims Shirley.

That's just it. Why didn't they?

Maybe because some one with a letter-count complex had figured that "peril" has only five letters while "danger" has six.

Subtler factors than length go to determine what words are best to use in books for children.

Textbooks of the present day are much better suited in vocabulary and sentence structure to the age groups for which they are intended, than were those even ten years ago. But there will always be room for improvement in this respect.

Utopias for the Aged

So many schemes for old age pensions fill the air that one has difficulty in keeping them sorted. Most of them seem to take off from California. The Townsend plan, most wishful of all in its original form, is harrassing legislative candidates even more than it did two years ago.

California itself seems on the brink of adopting, by popular referendum, a proposal to pay $30 a week in special scrip to each unemployed resident over fifty years of age.

A modification of the Townsend plan, sponsored by Congressman Boileau of Wisconsin, will be pushed in Congress at the next session. It calls for a two per cent gross income tax to create a huge fund from which old age benefits would be dispensed.

Of course all these schemes depend for their success upon the ability of the younger generation to carry the load. The tendency is to make the plans so liberal that, if put into effect, they would be ruinous to the economic areas in which they operate.

The impact of all this popular excitement over pension plans is almost certain to drive Congress and the Administration to take further steps in the direction of social security.

Building Better Study Habits

CHARLES EDGAR FINCH
Rochester, New York

—2—

The Lesson Assignment

THE assignment is probably more important than any other single factor in building better study habits. It provides a wonderful opportunity for teacher leadership and guidance by giving the teacher a chance to motivate the work so that the interest of each pupil will be thoroughly aroused; to present the unit or problem with a challenge that will appeal to every member of the class; and to develop a mind-set that will insure successful results. Ability to study, willingness to study, and practice in studying are all necessary; but nothing can take the place of the thought-provoking stimulus provided by the right kind of an assignment.

In a questionnaire answered by over 2,000 students in grades seven to twelve inclusive, pupils were asked to describe the kind of assignment that was difficult for them to follow, also the kind that helped them in studying. The following summary is given in phrases used by many of these pupils:

Assignments Difficult To Follow

1. Assignments poorly explained, vague, indefinite, mixed up.
2. Outlines that are not clear.
3. Assignments that are too long.
4. Too difficult words used in making the assignment.
5. Lessons that are not interesting — have no point.
6. Teacher's writing hard to read.
7. No variation in the assignments.
8. Interruptions—teacher talks.
9. Notes required, but no attention paid to them.
10. Last minute assignments—teacher hurries and mixes things up.

Examining these statements carefully, we find that the pupils were not sure of what was expected, they did not know what to look for or to emphasize; and in some instances, interest was not even aroused. Some assignments lacked an intellectual challenge. At times even the length of the assignment itself was discouraging. There were instances when the teacher's writing added to the difficulties encountered. Some of the pupils were disturbed in their attempts to study by the broadcasting of added directions from the teacher's desk. All these things made study difficult.

Assignments That Help in Studying

1. Clear, concise, interesting requirements.
2. Good questions by the teacher.
3. Clear outlines to follow.
4. Written assignments are the best.
5. Assignments requiring notes.
6. Things that make one think.
7. Practice in working out assignments.
8. Text books that can be understood and enjoyed.
9. An assignment that one can check by questioning himself.
10. Assignments that tell all so the teacher does not interrupt.

You will observe that outlines appear in both summaries and that their helpfulness depended upon the teacher's ability to organize material. The encouragement of notetaking is emphasized. The practice of working out typical assignments with the class, books open, is given favorable comment. "Text books that can be understood and enjoyed." Why not? Too many of the books in our classrooms have a vocabulary that is beyond the comprehension of the pupils who use them. The summary also suggests that some pupils have discovered the art of self-checking and were eager for assignments that would encourage this process.

It has been suggested that in our study thinking we accent the second syllable of the word as-signment. This assumes that the teacher is sure of where he wants the class to go and of how to get there. How unfortunate the wobbly signs which put the traveler in doubt at a critical point in his journey! Yes, the teacher must be thoroughly familiar with any problem he wishes to present. He must know desirable books that are available—not simply have scanned their index or their table of contents. He must be able to organize lesson material and to make effective outlines. He must anticipate possible difficulties quickly and surely, and be able to suggest helpful ways of meeting them. This does not mean doing the work for the pupil, but rather so di-

recting his efforts that he will avoid wasteful ways of using his study periods.

Assignments should be flexible, that is, all pupils need not be expected to do the same amount of work or to achieve the same results. Rapid readers, for example, may be expected to read more widely and to bring to class supplementary material that will enrich the general fund of information or add interest to the class discussion. Through the right kind of assignments the teacher may accent various study devices, may provide for ample practice in their use, and may guide the pupils generally in this important matter or building better study habits. Thus he becomes a director of pupils' activities rather than a task mater giving out lessons. Little talking, but effective planning is the motto of such a teacher.

A very important step has been taken when the teacher realizes the vital connection between the assignment and the building of better study habits. A teacher whose class had made noticeable progress in their work in social studies had learned this lesson. Each pupil in the class devoted part of his note book to various study procedures that the teacher had emphasized. Here are some of the worthwhile rules for studying an assignment found in these notebooks and stated from the pupils' point of view.

How to Study an Assignment

1. I copy all new assignments into my notebook, also the references given by my teacher, and any study suggestions.
2. I make sure that I understand the problem or what I am trying to do.
3. I read all references carefully, keeping the problem in mind.
4. I look up the answers to questions, if any, and find as much information as possible on each topic, taking pencil notes.
5. I use maps, pictures, illustrations, and devices of my own to help solve the problem assigned.
6. I go over the hardest and most important parts of the assignment and try to fix them in my mind.
7. After studying the assignment I test myself by trying to give a summary of it.

Self checking suggested in the above rules is not only a helpful study aid, but a most valuable habit to form—useful when one has completed any worthwhile task. Note that the kind of assignment the teacher gives has much to do with successful self checking. In making assignments the good teacher has very definite points in mind which he expects the pupils to discover and assimilate. How is he to know whether this expectation is realized? A careful system of checking is the answer. This may be done by using short-answer tests, or by giving the information which was expected to result from questions or points indicated in an outline and having the pupils check their notes made during the study period, or by indicating what was expected as a result of filling in the subheadings of a skeleton outline. In all these ways pupils may be given an opportunity to see how well they have succeeded in the study period. The time formerly given to the old type of recitation may well be used much more profitably in some form of checking—some assurance to the pupils of results obtained in the silent study period. Failure to adopt an adequate checking procedure accounts in large measure for the lack of success in getting results from the study period. How pathetic it is when a pupil says, "I do not know whether I am getting the work right or not"!

A problem that has a challenge is much harder to frame than a mere page assignment; but it is infinitely more worthwhile, for it stimulates the interest of the student and starts him off with an inner urge in the right direction. All this results in a feeling of satisfaction and confidence both in the doing and in the completion of a study assignment, and has much to do with establishing those very desirable study responses that every teacher hopes to get. How different all this from much of the so-called studying done by our adolescent students who do so much of their work under such adverse conditions. Just imagine the state of mind of a pupil and the consequent effect upon his chances for success in learning when the teacher hurries the assignment because he has spent too much time on the so-called recitation and instruction, when he refuses to answer a legitimate question, when the presentation has not been clear, or when for any reason the pupil is left with the feeling that he has not had a square deal and is simply told that he must "dig things out" for himself. On the other hand, carefully planned assignments, such as we have been discussing, linked with a consciousness of right study habits make studying a pleasure to be looked forward to rather than a burden to be carried. Assignments that stimulate confidence, interest, and satisfaction are absolutely essential to any plan for building better study habits.

[*Next month's article in the series by Mr. Finch will deal with "Making and Using Outlines"*]

Treasures in Heaven

BURTON P. FOWLER
Headmaster, Tower Hill School
Wilmington, Delaware

Ah, those intangible rewards of teaching! While they lurk around the corner, enjoy Mr. Fowler's humorous viewpoint.

IN the rosy idealism of my professional youth, I swallowed hook, line, and sinker the *cliche* that the teacher never can be adequately paid for his services. His reward comes in deferred payments, in checks of happiness and in the golden glow of work well done. I was led to believe, moreover, that there would not be the slightest question about these final satisfactions. Every grateful parent would be eager some day to lay at my feet a quantity of non-negotiable, rustless tributes, set off by paeans of praise and "all-that-I-am" speeches.

Now as a graying headmaster —English for principal—in the glaring high noon of reality, I am less certain about these moth-proof intangibles. On the contrary, the teacher may be roundly abused if little Jim cannot tell *was* from *saw*, if he fails to learn the facts of life, or finally ends up at Alcatraz instead of Ann Arbor; while if he succeeds, the palm of victory is more likely to go to the occasion of Aunt Emma's departure for home, grandmother's funeral, a trip to Niagara Falls, or even an attack of malaria, than it is to us who have been struggling with him month after month to raise to fever pitch an I. Q. that has persisted in hovering around normal.

Parents can think of the most unusual explanations for educational spurts. Not long ago a mother came to express her appreciation of—not gratitude for —Buddy's remarkable progress during the year just closed.

"Yes," I began modestly, "I doubt if many schools have as understanding teachers as ours, in fact, they—

"Do you know what I think caused the change?" She plowed on. "It was having his teeth straightened. From the day his appearance improved, he was a different boy. I certainly think Dr. Biggs is wonderful."

Among other miracle-workers are summer camps, scouting, bicycles, religion, hair-cuts, silver slippers and long pants, any thing, in fact, except the long slow processes of awakening a child's energies through the evolutionary and even painful business of school instruction. Has John finally learned how to concentrate? It was the motor trip to San Diego that did it. Did Jean eventually acquire poise and graciousness? It was because she had a permanent wave. How did Chick manage to get into Princeton? Working last summer on a freighter seemed to make him realize the seriousness of life.

▼

I have often pondered the reason for this tendency of parents to withhold tribute from us Caesars and have decided that it is chiefly because plain, every day growth is such an imperceptible process. Plants do not at once put out new leaves when they are watered. But a single vivid experience like earning a dollar or spending a summer at camp is dramatic, hence its before and afte reffects are more readily observed. If a boy who leaves home for camp in a generally messy and ill-mannered state returns after two months with a healthy coat of tan and a temporarily improved disposition, it is only natural that his parents beam with satisfaction and feel that their money has been well spent. Even boarding schools with their chance to administer absent treatment enjoy similar advantage. The most unlikely specimen of adolescent humanity looks better after a term away from home.

▼

In the ordinary school, on the other hand, the reverse may seem to be happening. Instead of growth, there may be retrogression. Last year Arthur knew his tables, this year, at least as far as Father can find out from a ruthless three-minute cross-examination as he is about to leave for a bridge party, Arthur knows nothing, a b s o l u t e l y nothing. "Why at your age I"—and the fight is on. Son's manners likewise seem to undergo swift and sure deterioration under the influence of his teachers and schoolmates, since the evidence is presented daily in minute quantities instead of in quarterly lumps. Neither are his evening strictures on the abysmal ineptness of Miss Swain in teaching the fourth declension likely to be reassuring.

It is precisely the difference, it seems to me, between the glow of success that comes from learning to play jazz in twenty lessons and learning to play the piano in twenty years. If we are to believe the advertisements of the former, the process is sure, swift, and satisfying, while I have yet to see one adult pianist who had anything but calumny for his former piano teachers, those melancholy taskmasters with their rigid insistence

that there is no royal road to musicianship, but only the bumpy cobblestones of scales and Heller's exercises.

A somewhat different kind of credit line was advanced the other day when a pretty miss of sixteen came in to discuss her plans for college. Having observed during the previous year unmistakeable signs of academic progress, I ventured the old hazardous inquiry: "Patty how do you account for your recent improvement in your work?"

Patty thoughtfully cocked her head for a moment before handing down this opinion: "I think Daddy deserves all the credit. He knows how to make me think!" Again the amateur succeeds where the expert has failed.

This factor of age may also have something to do with the tendency to overrate the importance of dramatic episodes in the acceleration of intellectual prowess. While the reminiscences of rich old men indicate that all they are and have they owe to the classics, the younger generation and its parents recognize no such slow process of development. Perhaps it is only in senility that we are given perspective to see, alas, too late, that after all if it had not been for dear old Dr. Blimber's stubborn insistence on mastery or Miss Spencer's creative touch in English literature, we might have become thoroughly ignorant and bad characters.

▼

The crowning slap from an ungrateful parent came recently at tea—an occasion which is always for a headmaster a special meeting of the parent-teacher association. I ventured to comment to Father on his daughter's excellent progress in her senior year at school. Although conscious of a pardonable pride in having had a share in the young lady's training, I deny that I was fishing for a compliment, merely utilizing the occasion for agreeable small talk. At any rate, the cause for the daughter's pleasing transformation from a badly-adjusted and thoroughly unpleasant adolescent person into a charming, mature young woman was cleared up quickly over the tea cups.

"Do you know, Doc, how I explain the change that has come over Annette during the past year?"

"No," I answered honestly prepared for anything but hoping at last for the truth.

"I made her read Dale Carnegie's 'How to Win Friends and Influence People.'"

"Indeed!" I replied evenly. "I think I shall try the punch."

Bring Crises Into Classrooms

J. W. Studebaker
United States Commissioner of Education

BRING the world crisis into the classroom.

It is worth any trouble it takes to rearrange and organize the high school or college schedule these days to enable the students to hear first hand the most important pronouncements being made by history-making leaders. The student who missed hearing Chamberlain or Hitler because he was forced by an inflexible school program to conjugate German verbs or to report on the Elizabethan period of English history, was deprived of some real education. He missed the significant experience as a close observer of a performance which future historians may never quite be able to tell accurately.

Certainly if radio broadcasters can interrupt profit-making schedules to substitute numerous non-commercial news releases portraying up-to-the-minute changes in world history, and if newspaper representatives can stand by in the four corners of the earth during every hour of the day and night to supply accounts of personal observation of swift-moving world events, those of us in organized education who have not already done so should be able to adapt our traditional schedules to the most vital influences available for educational uses.

What is happening today is grist for the mill of the teachers of psychology, sociology, civics and history. There is nothing in the textbooks to compare with it.

This crisis is a starting point for an investigation into the historic struggles of people of different races in Europe. It furnishes striking illustrations of opposing forms of government at work, as a basis for class discussion on democracy and other political systems. The broadcasts and the newspaper accounts ought to be "homework" for students these days, and much class time should be devoted to a careful discussion of the meaning of it all.

Our democracy depends not so much on the number of facts our high school or college graduates remember about Queen Victoria or Napoleon, but upon how competent these young people become in thinking through the real issues they themselves are going to confront as adult citizens.

Should we permit our sympathies to gravitate toward one side or the other in this crisis? If we do, will this lead us into war, should a war develop?

Which national leader seems to present the strongest case, and why?

Should America stand aloof and take no part at all? Was the President right in making his statements?

What does a change in frontiers do to our foreign trade, to trade agreements?

Why do most statesmen seem to agree that no nation can win a war? Was this always believed?

These are just a few of the questions which come to mind as the Napoleons and the Alexanders of our day and generation come into our living rooms or our classrooms and speak to us directly. This is a time when the teacher-guides may tap supreme student interest and put it to work in the educative process. I hope millions of our youth experience an acceleration in learning by being stimulated to think and study about today's exciting and thought-provoking pronouncements and events.

Conserving Classroom Time

SAMUEL ENGLE BURR
Superintendent
New Castle, Delaware

To waste two minutes for a class of thirty is to steal an hour. Here are many hints on time-honesty.

I. The Importance of Class Time

DURING the history of American education, there has been an ever increasing amount of time devoted to shool work. Even today, however, the amount of time which an average American child spends upon his school work is only a small fraction of the total amount of time in the year. Consequently, it is important that classroom time should be used wisely.

In the average school, there are about 180 teaching days out of the 365 days available. The usual school day continues for five or six hours out of the twenty-four. Even when "home work" is required, not over eight hours of a school day are devoted to school work by the pupils. If a satisfactory amount of learning is to take place, these few hours must be used to the best possible advantage.

As supervisory services are established to improve instruction and to provide the best types of learning situations, the supervisor must give close attention to the way in which class time is used.

The supervisor must be alert to prevent the waste of valuable time—and also must be alert to see that expected rates of learning are adjusted to psychological limitations. It is quite possible for a teacher to go too rapidly in covering new material, and thus to waste time because the material must be presented over again and retaught.

One of the best techniques used by supervisors is the process of visiting classrooms and of following such visits by individual conferences with the teachers. During such visits, supervisors should consider, among other things, the way in which the classroom time is being used, and this subject should be discussed in the follow-up conference.

II. Starting and Ending the Class Period

Too many teachers waste time in getting their class work started. After classes are in their rooms, there should be no disorder, routine matters should be handled expeditiously, and the work of the day should begin promptly.

The old-fashioned type of oral roll call is a time-consuming method and should be abandoned. A check upon attendance can be made quietly by some member of the group who has been appointed for that purpose. If materials are to be distributed, a simple system should be set up so that little time will be needed for it.

In some classes, these faulty procedures occur not only when the class starts, but at its close, also. Teachers can reduce routine to a minimum in ending their class periods as well as in starting them.

III. Interrupting the Class Work

Interruptions of many kinds are responsible for the waste of considerable amounts of classroom time. The supervisor may not realize that these interruptions take place until he visits a room and stays there for one or two full length class periods. In some schools, the teacher and pupils may be interrupted in their work from one to a dozen times in the space of an hour.

Frequently, interruptions of classroom work are indications of poor administration. They may indicate a lack of cooperative effort on the part of the teachers involved. In many cases, the building principal is the one who is responsible for interruptions, rather than the teachers. Most interruptions result from the lack of proper planning or from thoughtlessness. Sometimes, only a few words are needed to correct them. At other times, whole administrative plans must be revised in order to secure the changes which are needed.

It should be understood that interruptions cannot be prevented fully. There are some emergencies which arise in any school situation. These must be expected and tolerated.

IV. Diverting Attention from Proper Subjects

A favorite way by which certain pupils lead their teachers to

waste class time is to suggest a pet topic for discussion and thereby divert attention from the matters which should receive consideration. Some children are very clever at this, and sometimes they succeed not only in diverting the teacher's attention, but also that of the entire group of pupils. It also is true that sometimes teachers who are poorly prepared or who ride certain hobbies too hard waste time by talking too long about some topic which happens to interest them, but which has little or no value in connection with the work which should be done in the classroom at the time.

Supervisors should note situations of this kind and should point them out clearly to the teachers. If the matters which have received attention are worthy of note in the school, they should be assigned to their proper places, so that they will not take the place or the time of other matters in the curriculum.

V. Handling Matters of Behavior

Disciplinary troubles can be handled in such a way that much class time may be wasted. Teaching proper behavior under varying conditions is one of the tasks of the school, but this can be done in constructive ways without wasting time.

Most supervisors can recall school situations in which teachers have stopped the work of an entire class in order to correct one pupil who was misbehaving. Usually, faulty behavior can be corrected without stopping the work and without calling the attention of the whole class to the matter.

Sometimes one pupil misbehaves in a conspicuous way and breaks up the normal progress of the class work. Such breaches of discipline should not be tolerated, and corrective measures should be used in order to secure better conditions. Extreme disciplinary cases can be handled after the regular class period, and if necessary the offending pupil may be removed from the group until his case can receive direct and individual attention.

In all of this handling of discipline, two objectives should be kept clearly in mind: first, class time should not be wasted; and, second, the cause of the poor behavior should be found and should be corrected.

VI. When a Few Pupils Monopolize Time

When a few pupils are allowed to monopolize the recitation period, there is time wasted by the majority of the group. Those few who hold the attention of the teacher may profit by the situation, but the others who are in the class suffer accordingly. In a sense, those who do not take part in the class discussion are being exploited by those who do.

Teachers should be watchful of such conditions and should be able to judge when certain pupils are getting more than their fair share of attention. Each pupil who is in a group should contribute something to the progress of his class. These contributions should be spaced or distributed reasonably in so far as time intervals are concerned.

VII. Making the Assignment

The assignment of school work can be made so as to waste not only class time, but out-of-school time, also. If the assignment is made at an inadvisable point, if it is not clearly understood, if it is psychologically incorrect, then it is a time-wasting element.

There can be no set rule as to when an assignment should be made. This will depend upon the maturity of the pupils, the nature of the work being done, the teaching method in use, and other related factors. Some assignments grow naturally out of the present work and hardly need to be made at all as assignments. Sometimes long vistas of future work open up naturally, and an assignment may be made to cover the advance work for a week or for a month. In certain situations, review and drill work are needed and the assignment can be very specific. In other situations, only the general nature of the advance work can be seen. The important facts are that the assignment should be in harmony with the work from which it grows; it should be made at the psychologically correct time; and it should be clear and reasonable in the minds of the pupils.

Some teachers are far too formal in the matter of making assignments. They have formed certain fixed habits in this field and adhere to these regardless of the demands of the specific situation. Other teachers are far too lax the matter of assignments. A number of high school teachers let their assignments go until the class is ready to pass from the room for another recitation. Assignments made while pupils are going to another room cannot result in successful work. A poorly made assignment which is not understood by the pupils may lead them either to disregard the work or to use their study time in unprofitable ways.

VIII. The Use of Poor Teaching Methods Wastes Time

Many methods may be used in teaching. Some methods are suitable for use with young children, others with adults. Some methods are adapted to teaching in certain fields or subjects. Most methods are old, but educators and psychologists have introduced a few new methods in recent years.

It is the job of the supervisor and of the teacher to find methods which succeed and to use them appropriately. The rise of research in education has done much to indicate which methods are acceptable in certain situations. Consequently, research results should be studied by teachers so that they may use the best methods available for the work to be done.

The use of a poor method of teaching wastes class time. The use of a good method not only conserves time; it also secures better results.

Closely connected with the choice of method is the choice of length for the class period. The amount of time to be devoted daily to certain tasks should be determined on the basis of psychological factors. However, the administration of some schools—particularly secondary schools and other schools which are departmentalized — may require a fixed time schedule. If the schedule is fixed, then the use of the time within the class period may be varied to advantage in order to avoid waste. When a class period is too long for the work which should be done, then part of the time may be used for related activities or for supervised study work.

IX. The Preparation of Materials

The teacher and the pupils can do much in conserving class time by preparing apparatus, materials, and supplies outside of classroom time. If certain equipment is to be used, someone can be appointed to have it available at the proper hour. If apparatus is to be used, it can be set up and tested in advance. If written material should be available for each member of the class, it can be mimeographed before the class period begins. Too frequently tasks like these are left until the class period is in progress, and then time is wasted in getting ready for the constructive work which is to be done. When situations of this kind eat into the amount of class time that can be used constructively, it is an evidence of poor planning.

X. General Guides for the Use of Time

The daily schedule and the teacher's lesson plans should serve as general guides in the proper use of class time. Both of these should be flexible, however, and both of them should be interpreted in terms of the work being done. In general, schedules and plans should follow psychological needs rather than traditional routines. They should be subject to a certain degree of adjustment in order that good results may be secured and in order that school time may be used to good advantage rather than that it may be wasted.

Newspaper As Teaching Tool

FREDERICK R. EAMES
Teacher, Newmarket High School
Newmarket, New Hampshire

A SOURCE of information, reference, ideas and enjoyment which has been somewhat neglected by the secondary school is the daily newspaper. For years teachers have been recommending weekly and biweekly periodicals, monthly magazines, digests of various sorts, and annual revision of text books. Granted that these may be valuable, and often essential under some conditions, the daily news has much to offer along this line and at much greater reduction in costs. Our daily journalism has reached the point where there is ample material for supplementary work for practically any course offered in the curriculum of a high school. At once one will be reminded of the wealth of information concerning history, economics, sociology and allied subjects during the past few years. In addition to material on social sciences however, there is often found valuable data on the physical sciences, latest discoveries, physical phenomena and the like. Literature, grammar, and all the "realia" important for cultural interpretation of foreign nations are treated in every worthwhile "daily". Can we overlook the importance of the "funnies" in an interpretation of life, and the cultivation of that much needed attribute of humor and good will which many of our American citizens possess to but a small degree?

This article is offered as a constructive suggestion, not as a finished treatise on the utility of journalism as a supplementary function of the classroom technique and text. And yet there might naturally arise a number of questions as the teacher or administrator reads over these suggestions.

Will some doubting Thomas challenge us to show that the daily news can serve as a supplement to all phases of the curricula? Then let him turn to the latest edition of his favorite daily. Certainly there is foreign news, every conceivable type of sociological problem, capable treatment of worthwhile literature and the fine arts, including the movies, legitimate stage, news and review of the latest musical productions.

May the objection to the more widespread use of the newspaper in school be on the grounds of moral training? Are the headline and murder stories too lurid for our present-day children? As much so as the movies? As much so as the cheap newspapers and periodicals to be found in many a home today? Could not the school be doing far more good in teaching the child the myriad types of interesting and useful articles to be found every day concerning this great world in which he lives

Unfortunately it is true that many families do not subscribe to any newspaper. Many from the under-privileged families and by no means a few of those of more fortunate circumstances, seldom or

never read a newspaper. In the first place the opportunity to read a paper is not offered. Then why not offer this opportunity in every school? And we need not confine our selection to but one local paper. Why not subscribe to several different papers, if possible? Why not offer this news of the world every day in our reference libraries. Better still, why not provide for daily newspapers in our homerooms and study rooms? Why not help in a very real way every pupil to realize the value of the daily newspaper and to understand more fully this civilization in which he lives?

Two-Way Reading

CARROLL D. CHAMPLIN
Professor of Education
State College of Pennsylvania

Successful reading involves "a constructive give and take between the mind of the reader and the message of the writer."

IT is impossible to overstate the value of extensive reading in a democracy, the kind of reading that is pleasurable, continuous, and educationally fruitful. The citizens of a free society must pursue the practice of reading from childhood to the end of life, in school and at work, and they must seek both quality and quantity in the exercise of this practical, productive activity.

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The formal reading of school days must prepare for the informal reading of adult life, and reading that is compulsory in connection with one's vocation must be supplemented by reading that is voluntary, spontaneous, and genuinely enjoyable. In the dictatorships, the content and the character of the reading carried on are required to be commensurate with the program of the authoritarian leadership. The reading that is done habitually in a democracy must be enthusiastic, critical, and creative, and the reading public must be so schooled by time, maturity, and motivation as to look forward with pleasure to the employment of every available moment for profitable and cultural reading experiences.

A nation that seeks to preserve peaceful relationships with the other countries of the world can make the best progress in that direction by encouraging a wide range of reading opportunities for the rank and file of its people. The literature of the dictatorships is unquestionably diminished in value by the presence on a large scale, of propaganda doctrines; but in a democracy, the aim is to emancipate the thinking mind of the masses so that an increasingly higher quality of citizenship will be realized through the years.

In order to get effective reading, however, it is necessary to do two things pre-eminently. It is essential, first, to train young Americans to read skilfully, rapidly, and with understanding of the material covered; and it is indispensable, secondly, to do everything within our collective power to improve the ability and the utility of the reading of the adult population. This is going to be even more constructively helpful as the decades come and go.

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Many of our people, especially those who are fully grown up, are guilty of *One-Way Reading*. By One-Way Reading we may mean a number of things; but here, we wish it to mean that process whereby a person reads too much of himself—his knowledge, background, and opinions—into the literature that he is using at any particular time. It is frequently true that this questionable practice is magnified through the successive years of adult life. This method of reading represents a serious loss and a waste that we can ill-afford to allow. The chief purpose of reading has been invariably to acquire fresh information and to profit by the valuable experience of others.

When, on the other hand, the reading process amounts to little more than construing the subject matter of literature as representing the convictions, dogmas, and customs of one's own existence, then the time expended in the presence of books, journals, and newspapers represents a loss rather than a gain. When a person reads to satisfy himself that he is right or to twist the statement of authors in conformity with his own philosophy of life, then it might actually be better not to read at all. It is especially true in connection with the literature of philosophy, politics, and religion that the reader develops the destructive habit of going over the printed page to discover portions of material about which he can say "I told you so."

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There is another kind of One-Way Reading, in which the direction is in reverse. This is illustrated by reading wherein all of the material is received, absorbed, and assimilated without the presence of the scientific attitude which involves the critical reception of all the new material under inspection. This is as great an evil as the other type of One-Way Reading. In years gone by, it was

the error of youth, whereas the first kind of One-Way Reading we have described was the outcome of the hardening influence of the accumulating years of matured life. It may be that today this situation is the opposite of what it was in previous generations. However that may be, we have here two examples of One-Way Reading, which ought to receive more and more professional consideration in the laboratories where deficiencies in reading technique are analyzed and remedied.

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Perhaps it will be fruitful to list some of the cultural losses sustained as a result of both of these kinds of One-Way Reading:

1. Failure to cultivate the critical attitude of the cautious student.
2. Losing opportunities to generate thought-power by making comparisons and evaluations of new reading material.
3. Becoming over-supplied with encyclopedic details without classifying, organizing, and integrating the specific information available.
4. Belittling one's capacity for intelligent discrimination and judgment of the worth of the literature that one reads.
5. The danger of growing habitually careless and superficial in connection with one's style of reading.
6. Encouraging a conflict between oral and silent reading that may prove disastrous to the purpose and service of each.
7. Allowing bigotry to grow and dominate one's attitudes toward the superior authority of science and the experiences of other people.
8. Regarding the little that one has learned as sufficient to offset the findings of those who have read more widely and observed more acutely.

The kind of reading that is a positive factor in public education can be called *Two-Way Reading*. This process combines the best of the two methods of One-Way reading and eliminates their evil features. It involves a constructive give and take between the mind of the reader and the message of the writer. It brings out the best in the student, and it makes wise use of the best lessons offered by the teacher. The reader and the writer stimulate each other, and the result is something learned.

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Two-Way Reading is a double-action process generating the maximum of comprehension in the service of interpretation. It fosters a wide-awake attitude, and it insists on the alert kind of awareness that is intellectually productive. In Two-Way Reading, the reader and the author exchange experiences, and the effect is fruitful to the patron of literature and to the writers of the books of the future.

Tolerance and justice are the attributes of the citizen of the world, and life under a democracy is pre-eminently a course of training for the higher citizenship that knows no national boundaries. Whatever the school can do and whatever the library can provide to develop in our readers the qualities of sympathy, altruism, and understanding, will be a positive contribution to the reconstruction of our social order in the direction of world amity and international cooperation. Perhaps only a relatively few teachers in the elementary school grades have regarded their instruction in reading as a superlatively important process. In the light of our need for open-minded, honest, unselfish interpretation of the major issues confronting the nations today nothing is more vital than the quality of reading that is being done. Emphasis on world-mindedness and the cultivation of the ideal of international brotherhood do probably contribute definitely to the improvement of our reading procedures and ability to acquire more easily, the important information that we need to know about the rest of the world. It is probably true that specific training in the Two-Way Reading process has a definite relationship to the student's outlook on life and to the development of whatever capacity he may possess for acquiring the world view.

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Involved as we necessarily are in the handling of the numerous technical aspects of teaching reading, it is desirable to call the attention of the young teacher to the necessity of seeking to release and to cultivate the utmost capacity of every pupil. Our children should be able to read with eyes and ears and minds fully opened to all of the possibilities for the mastery of subject matter and for the solution of many of the practical problems about which they read. The reading process normally capitalizes previous experience and present understanding, and brings to bear on the issues of life all of the intellectual resources and personal relationships that are the bonds of connection between the present and what is to come hereafter.

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Reading is the gateway to the more abundant life, and whatever we can do to increase the quantity and to improve the quality of our reading is an invaluable addition to what we include in our concept of a liberal education. Two-Way Reading represents the round-trip of intellectual action; and it involves that continuous flow of cerebration that is associated with native intelligence performing at its best level of operation. Democracy seeks to bring out and to develop the ultimate potential accomplishment of every individual, and Two-Way Reading is an indispensable element of this life-realizing process.

Students With Whom I Have Failed

LEWIS H. CHRISMAN
West Virginia Wesleyan College, Buckhannon

SOME months ago I saw a delightful comedy which I have not be able to forget. The idea was that of a college graduate returning to his alma mater and demanding his money back because he had learned nothing during the years that he had spent in her halls. Even a farce has some truth in it. This one suggested to me that famous passage in the *Autobiography* of Edward Gibbon: "To the University of Oxford I acknowledge no obligation; and she will as cheerfully renounce me for a son, as I am willing to disclaim her for a mother. I spent fourteen months at Magdalen College; they proved the most idle and unprofitable of my whole life."

But my cogitations did not stop here. They came nearer home. I began to wonder if during my quarter of a century of teaching I had completely failed to make a vital contribution to the lives of some of the students who through the years had crossed the threshold of my classroom. The question soon answered itself in the affirmative. With a most distressing celerity memories of pedagogical failures began to rise up before me. This article is a case study of some of them. All that I will attempt to do is to present facts, allowing the "gentle reader" to make his own conclusions.

Ten years ago I used to say that Estella Mae was one of the very best students who had ever had classes in my department. In the study of literature she combined industry, insight and brilliancy. As a rule she did not need the help of a teacher in unraveling the most delicate subtleties of Browning, and her skill in explaining Shakespeare was almost too good to be true. As her record in her other classes was equally good, she graduated with honors. This, though, is only half of the story. It is with the deepest regret that I am compelled to record her as being one of my most disappointing failures.

After teaching for several years in the little town in which she had spent her childhood, she married a young man who had just taken over his father's well-established automobile business. Occasionally I come across the weekly paper from that county seat. The last time that I read it I noticed that Estella Mae had won three bridge prizes in one week. This gave me a clue as to her major activity. Her home is almost bookless, although on one occasion when I met her she told me that she was "wading through" *Gone With the Wind*, her reason being that "everybody was talking about it." The magazines which she leafs through now and then are picture books and others of the type that make no strain upon the intellect of the reader. As the years go by Browning and Shakespeare become but dim receding figures in whom she was interested once upon a time. The intellectual sterility of the life of this naturally brilliant woman is not the result of lack of time or opportunity. She lives in a non-intellectual environment and has sagged to its level. For some reason her teachers did not succeed in making her studies sufficiently vital to enable her to carry her interest in them beyond her college days.

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Another of my failures was Mr. Gatewood. I would not dare to call him by his first name, which, to tell the truth, I do not remember. When I met him he was a man of thirty attending a university summer session and afflicted with an excessively bad case of schoolmasterish dignity. As the survey course which I taught and which he deigned to attend was required of many different types of students, there was inevitably some sacrifice of literary appreciation in the operation of the pedagogical machine. Almost every day there was a different author. The result was a heavy demand upon the memory. Whether this was ideal or not, I was not in a position to change it.

During one of my first consultation periods Mr. Gatewood came to see me. Since he had had a number of courses in education, he felt it incumbent upon himself to give me some advice. That morning I had lectured upon the historical backgrounds of the later eighteenth century. I had thought that such a discussion would give a clearer insight into the literature of the period, but in my conversation with Mr. Gatewood I learned that this was all wrong. The one thing which counted in literature was appreciation. Then he told me how he liked poetry. He had a large notebook full of poems which he had clipped from magazines and newspapers. He had memorized at least a dozen of Will Carleton's poems and more than that of the effusions of the "Sweet Singer of the Appalachians." He liked poems of human interest. In the first semester of the course which I was teaching they had actually spent two whole days on Chaucer. "Why in the world do they teach that stuff?

Occasionally I tried to put in a word or two, but my efforts were futile. To get rid of my visitor, I had to call his attention to the fact that other students were waiting. This is not all of the story. Mr. Gatewood spent so

much time in rearranging the curriculum for the university and in psychologizing concerning my faults as a teacher that he had little time left for studying. The result was that in the accepted sense of the term he failed the course. Yet even if he had succeeded in obtaining a passing grade I should still be compelled to record him as one of my failures, because I taught him little, or nothing.

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For the first half of the semester Pat was a delightful youth to teach. In class he was alert, well-prepared and responsive. His themes showed real skill in the art of expression. I always opened them with a thrill of anticipation, which in those days was never disappointed. But about the middle of the semester there was a change. Sometimes his answer was "Not prepared," and occasionally there were evidences that he was utilizing his innate shrewdness in an effort to make me believe that he had studied material with which he was really entirely unfamiliar. His themes grew scrappier and flimsier as the weeks went by, and I am afraid that some of the comments which I wrote upon them were decidedly acidic. From the top of the class he went rapidly to the bottom. Absences became more and more frequent. Then a notice from the office informed me that he had withdrawn from college. At this juncture I made the investigation which should have been made earlier. There was a financial scandal, a father in jail and a broken home. It is probable that even if I had known the situation I could not have changed it, but of all my academic failures none has given me more pangs of regret.

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Before Claribel came to college I met her mother who for a half hour regaled me with a eulogy of her daughter's extraordinary ability. The word "talent" was not sufficient to describe the young lady's exceptional gifts. "Even if she is my daughter, she is a real genius." I began to have serious doubts as to whether I was worthy to attempt to instruct such a marvel. It took me several weeks to discover that I was finding it difficult to get much from Claribel in class. It really began to look as though she was handicapped by a lack of preliminary information. I could hardly believe that our much-lauded prodigy was neglecting the ordinary routine of studying. One day there came an objective test. Claribel passed, but with colors that were decidedly trailing. This brought her to my desk in tears. No teacher "had ever given her such a poor grade before." She had been an honor student in high school. She had even written poetry of her own. It had been sent to some of the best magazines in the country, the fact that it was promptly returned not looming sufficiently large in the mind of the young author to justify her mentioning that phase of the situation. Although I tried to be reasonably encouraging, as the weeks passed by there was no improvement.

I studied the case and found a problem with which I was unable to cope successfully. It was a combination of mediocrity and conceit. Claribel in her home village had attained some fame as a public reader. She had studied what they called "elocution" and enjoyed performing on all occasions. That which was not in the limelight did not appeal to her. She was exceedingly anxious that her teachers take her at her own valuation, and apparently they had done so in the small high school from which she had graduated. By a right attitude and hard work she might have made an average student. Since it seemed impossible to obtain either, her brief college career was a failure.

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The other day I saw Marcus H. for the first time since his graduation from college fifteen years ago. In the meantime he had graduated from law school with honors and had been practicing with his uncle in the little county seat of his nativity. We traveled together for more than two hours. The conversation was very enjoyable until we began to discuss social and economic questions. I could hardly believe my ears when I heard this brilliant young man in an oracular fashion giving expression to the old Adam Smith economics, which Carlyle pulverized in *Past and Present* almost a century ago. As for his political philosophy, it was in the patterns of fifty years ago. After he left I remembered that he had been an outstanding student in my course in Victorian Prose and that he had given an exceptionally able and sympathetic report of Ruskin's *Unto this Last*. But for some reason or other any contacts which he had had with enlightened social thinking in his college days had failed to make a lasting impression. What is the explanation? I am afraid that he would say that, while he remembered his college days with pleasure and his teachers with kindness, when a man gets out into the practical world he has to get rid of those fine-spun, academic theories and get down to hard facts.

Naturally this explanation is not satisfactory to me. I am inclined to believe that we have here another case of "going back to the blanket." Marcus has spent the last twelve years of his life in the hard-boiled environment of a little town comparatively untouched by any phase of modern thought. The only preaching which he hears is antediluvian. In that village there is very little of the stimulus of political argument because all belong to one household of faith. Then, too, Marcus is in daily association with his father, a fine old man of eighty, who fifty years ago was regarded as an extreme conservative, and today stands just where he stood then, and where his son will stand for the rest of his life. Useful a man as he is in many ways, as one of his teachers I cannot look

upon him with undiluted satisfaction.

One of the many questions which cases of this kind bring before one is the teacher's degree of responsibility for his pedagogical failures. Since we have our share of human limitations we cannot hope to succeed in every instance. It is also true that sometimes conditions entirely beyond our control neutralize the influence of our teaching. But since we "point with pride" to our successes, it behooves us at least to face our failures. The study of them may enhance our future efficiency.

The Right to Be Lefthanded

JAMES NEWELL EMERY
Principal, Potter School
Pawtucket, Rhode Island

In these days of "self determination," why not a few concessions to that downtrodden minority the "Southpaws"?

FROM that period back in the dawn of time when the earliest expositor of creative art smeared pictures on the rock walls of a damp and chilly cave, or jabbed at soft tablets of clay with a pointed stick, the left-hander has been an object of, at best toleration or apology.

The general attitude of the great right-handed majority has ranged from a contemptuous supposition that left-handedness showed either eccentricity or lack of mentality, to a tolerant belief that the left-hander might be an erratic genius, but certainly was not to be classed with the normal human being. He just didn't belong.

The term "southpaw" carried with it an implication of mental instability. The port-sider was looked upon as someone who was not quite all right in his mental processes — brilliant, possibly a genius, but not to be depended upon. Left-handedness in children was something to be eliminated as soon as possible, a pernicious custom of which the child must be "broken," much as the habit of sucking the thumb or biting the fingernails.

Current language even attaches a derogatory meaning to the word *sinister*. The bar sinister is a reproach in birth, while the popular term "left-handed compliment" is merely another name for a gratuitous or thinly veiled insult. On the other hand we have merely to contrast the complacent implication of the word *dexterous*. "May my right hand forget her cunning!—" enough said. And the "left wing" in politics or statecraft suggests a departure from orthodox ideas.

With this background of history, custom and tradition, the way of the left-handed child in school has been a rockier one than the road to Dublin. Until comparatively recent years the pupil's desire to express himself naturally and involuntarily with his left hand was sternly repressed. He just wasn't allowed to take his pen or pencil in the left hand. It was something that set him apart, something different from the actions of his fellows. From the serious-minded teacher down to his jibing mates, this southpaw tendency carried with it something of ignominy or obloquy.

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Carried into the trades, the same thing held true in an even greater degree. A left-handed stenographer s i m p l y couldn't make the curves and dashes that the orthodox systems demanded. A left-handed printer couldn't stand at the case and stick type. Forceps and other instruments of oral surgery were all made for the right-handed dentist. Even in baseball the southpaw pitcher a quarter of a century ago was looked on with amused toleration. The world was made for right-handed people, and the port-sider was a freak of nature, for whom there was no place in the sun.

Do we know how many of the great geniuses of history were left-handed? Figures are not available to us, probably never will be—but if we had them, we might learn some surprising facts.

It has been chiefly in the last generation that the left-hander has come into his own. Psychologists and physicians have at last come into more or less general agreement, so far as such a thing is possible, that the balance of nerves and muscles is a natural one; that in right-handed persons the left side of the brain is dominant, while in left-handed folk the right lobe is a dominant factor. That if the two sides of the brain dispute control with each other, there develops uncertainty, hesitation, awkwardness and in addition a setting up of very real nervous disturbances, culminating in stuttering and stammering. Reluctantly the mass of educators have been compelled to listen to these findings.

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Data from a number of leading universities, among them the University of Minnesota and the University of Iowa, as well as from the casebooks of prominent physicians and psychologists, amply bear out this contention. Therefore, the left-hander may justly ask the question—why should I be forced to change my natural habits, merely because the right side of my brain happens to be born with the dominant instinct? Why not as reasonable to compel the right-hander to shift over his physical processes?

Perhaps nothing has been so ef-

fective in altering the popular prejudice against left-handedness as the prowess of the left-hander in the field of sport. Particularly is this true of professional baseball. No championship team at the present day is expected to be successful without its quota of southsided pitchers. The list of those who have won distinction is a long one. A hasty glance over the roster at once singles out such outstanding figures as Robert Moses Grove, ace of the Boston Red Sox and Philadelphia Athletics; Lefty Gomez of the New York Yankees, or the peerless Babe Ruth.

Or in another sport, you might consider Lou Little, nationally known coach of Columbia's Lions. These and scores, possibly hundreds of others, have shown a critical world that a man can be great and still be a left-hander—and a normal sort of person, too. Maybe that idea of eccentricity all started from the brilliant and erratic Rube Waddell—but there have been right-handers a-plenty who could duplicate his escapades in the field of mild waywardness.

There has always been a well-formed doubt in the writer's mind, at least, whether the prejudice against left-handedness did not originate in the pedantic notion of certain old-time teachers and principals that all children should sit in an exact line, that all pencils should be held at an exact angle, and be brought down with West Point precision at the word of command or the stroke of the metronome. It presents a pretty and inspiring picture, but the left-hander just didn't fit into it. It is something like the will of the imperious potentate who insisted that every violin bow in the royal orchestra should come down exactly in unison, that every trombone slide should go in and out in military exactness and precisely the same distance, that every trumpet valve should come down together, regardless of the musician's part in the ensemble.

▼

Left-handers have demonstrated that they can master the mechanics of most things as well as the best of their right-handed brethren. One of the teachers under my supervision years ago wrote a beautiful slant, whose neat appearance was widely admired for its general nearness to perfection. It was some two years after I had first known her that on dropping unexpectedly into the classroom one day, I found her writing on the blackboard in the script that all of us admired—with her left hand.

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The writer of this article some years ago before starting his professional career was a stenographer. He found little difficulty in writing legible Pitman shorthand at a commercially rapid rate, good enough to pay most of his expenses through college. That, too, without any need for backhand or taking the lines and curves in the wrong direction, from right to left, a dubious expedient that was suggested at the start by a frankly skeptical commercial teacher.

There is no good reason why the left-handed pupil cannot be taught to acquire a neat and legible slant, like the rest of the pupils in the classroom. There is no need whatever for awkward backhand or for vertical lettering. The only requisite change is that the pupil should place his paper at right angles on his desk to the customary slant of the so-called normal pupil. In this case the hand naturally falls into an easy writing position, and the letters can be formed without backhand, without digging into the paper, or without awkward position of the hand or the pen.

One tendency must be watched, however. The left-hander frequently acquires a curved position of the hand, wrist and arm around the paper, when he tries to keep it at the same angle as his dextrorsal companions, a position which is as awkward and inefficient as it is unnatural. This, especially at the start, must be constantly supervised and broken up by both teacher and parent.

Certain professors and psychologists claim that left-handedness is on the increase. An accepted theory is that about four per cent of people are normally sinistromanual. A cause for this increase, if any, is probably due to the fact that wise teachers and parents are letting the children develop normally in their handling of pen or pencil, especially in the first and second grades, where the pressure was wont to be especially strong to "break" the youngster of what was regarded as an unnatural and undesirable habit.

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The writer, himself a "southpaw," has watched this left-handed problem with sympathetic interest over something like a quarter of a century of school administration, and with some 10,000 pupils. Some figures from his own experience might be interesting. In a school under his supervision, figures taken in 1932 showed that out of approximately 1,000 pupils, 36 were found habitually using the left hand, or about 3.6 of the total. Out of 26 classrooms, five rooms had no left-handers at all, and 21 had one, two or three pupils, out of an average of 35 members. In no case were more than three port-siders found in any one room.

Similar figures taken in the fall of 1935 in the same school, and the same rooms, and again in 1938, brought out a radical change in the proportions. During the interim, while no special encouragement was given the left-handed child to start in his written work that way, teachers of the first and second grades were cautioned to let the child develop without interference or suggestion that he change hands. In 1935 a total of 61 left-handers was found out of 900 pupils, or 6.6 per cent nearly double that of the previous survey. Four, five and six in a room who normally used the left hand for writing were not uncommon. In only two rooms out of 26

were no left-handers found. The curve rose even more in 1938, 64 out of 850 pupils, or about 7.5 per cent.

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Of more significance, however, was that in the first, second and third grades, classes which were directly affected from the start by the let-alone or natural development policy, the percentage ran much higher, approximately 9.5 per cent. These figures would bear out the contention that the average of natural left-handers is much greater than we would ordinarily expect.

Of perhaps significant bearing upon the old tradition, however, were the observations that in classes picked by intelligence and achievement tests as exceptionally bright or exceptionally dull groups, the proportion of left-handers ran higher still than these figures—in some cases as great as twenty per cent. The rooms of E or average rating showed the smallest percentage of port-siders.

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Yet these observations may be qualified by the fact that in these rooms the sinistrorsal pupils were by no means the brightest or the dullest in these picked groups, but occupied a sort of median position in these rooms. So that we're about back where we started, if these observations have any bearing on the problem.

If there is any conclusion to be drawn, anxious parent—if your child shows symptoms of developing into a southpaw in spite of your frantic protests—don't lose a minute's sleep over it, or acquire a single gray hair or worried wrinkle thereby. It is as natural as freckles, red hair or a tilted nose. And if you feel like doing something about it, just inhibit that impulse—your own, not the child's. Left-handedness isn't necessarily a sign of genius, neither is it a mark of eccentricity nor deficient mentality.

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It just shows that he is going to be a normal youngster whose right brain-lobe is a trifle more dominant than the other. He'll get along in the world just as well as his right-handed brother or sister. Buy him a right-handed baseball glove, if he wants one. Let him spoon his steaming hot cereal from the port side. Additional strain on the heart if he throws a ball with his left wing? Bosh! Look at some of the iron men of baseball. Lefty Grove got along pretty well, didn't he? And Babe Ruth by no stretch of the imagination could be considered a physical wreck.

You don't wan't your boy to stutter, hesitate or stammer, do you? All right, *all* right—let him alone. Some day he'll thank you for it.

Successful Supervision

FRANK M. RICH
Principal, School Number Two
Paterson, New Jersey

ORIGINALLY, supervision meant inspection. The old-time board and superintendent visited schools for one main purpose,—to see how well the schools were equipped with teachers and apparatus, in order to replace either if necessary. There are administrators who still seriously maintain that their best service to the district consists in finding good teachers for the classrooms, supplying them with what they need, and then keeping out of the way, so that the good workmen they have installed can be free to do their best work. In late years, a new aim has come into prominence as a feature of good supervision, namely, such in-service training as will make poor teachers good ones, and good ones better.

▼

The object of supervision is improved instruction; improvement comes by learning; the supervisors are the teachers' instructors. Teachers learn exactly as pupils do. As Kilpatrick says, three things are necessary to learning: (a) the attitude to succeed such that success brings satisfaction, and failure annoyance; (b) actual practice, sometimes right and sometimes wrong; (c) knowledge of whether one is succeeding or failing. Real supervision, like real teaching must set the stage and inspire the worker, so that he feels the high importance of what he is undertaking to do, and desires above everything to accomplish it.

The second essential for learning is to leave the person free to apply all the energy, initiative, judgment and enterprise he can muster. Finally, at each point and in every possible particular, inspection steps in to make sure that nothing cheats any given act from getting its natural and appropriate reward. It examines, tests, analyzes and appraises, objectively if possible, subjectively if necessary, and sees that the promotions, honors, rewards, cautions, and retributions follow accordingly.

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Asking what feature of supervision is the essential one is like asking whether we prefer bread or butter. We will take both, if you please; the whole menu, in fact. Real supervision is a two-legged, two-fisted creation, which by every possible means builds a powerful attitude toward success by premiums, distinctions, elevations and the natural satisfactions in good craftsmanship, and then sees to it that every worker feels the effect of his work.

"I Can Read It But Not Talk It"

DOROTHY ANN RUST
Santa Barbara, California

The writer claims that pupils can and should be taught to SPEAK whatever language they study—even Latin.

THE spoken word is used several thousands of times more a week than the written word by the average individual. Yet most high school graduates who have studied one or more foreign languages over a period of three or four years blush, stutter and giggle hopelessly when asked to speak a single phrase in this alien tongue, and end up by muttering:

"Shucks! I can write it and I can read it, but I can't *talk* it."

The usual retort is: "Why not? What are schools for, anyway? Where's all the tax money going to?" and this is followed by a glib remark about when the speaker went to school.

It is not the student's fault, of course.

"But it isn't my fault, either," protests the young teacher. "I *drill* them and *drill* them in conjugations, vocabularies and idioms till my head whirls and *still* they can't converse!"

(And everyone in this same boat is not a young teacher, either.)

Granted, this is a difficult problem, yet it has a simple solution as do so many other seemingly insurmountable difficulties. The secret is to appeal to the students' natural desire for dramatic self-expression. No one can truthfully deny, provided all his complexes were banished, that he would love to act or at least vocally express himself so that an audience (however small) would approve of him.

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Taking advantage of this well known fact, we cautiously introduce oral work into the foreign language class. One sure way of defeating our objective, however, is to force it upon the students. Rather it should be the reward, the game, the pleasurable part after the drill-work. It should come at the last of the hour, every day of the week.

This oral work should at first be elective. Let the bolder students lead off. Generally the most timid one will put in his coin within a few days. Meantime impress it upon the class that oral work counts 50% of the total class work. (No, that isn't too high when we realize it will either show he is in command of the language or totally lacking in orientation in it during his later life.)

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Extra credits should be given for oral work. A splendid technique is to secure a large psychological motivation chart, place it in the class-room in a prominent place, give each student a section and every time an oral lesson is completed the tiny red slit of paper is exposed by each student successfully accomplishing the work. Utter shame at no or few red notches on his record drives many a *very* slow student to it. It's a game, a contest, and competition grows rife. How much better are the results than if the student was demerited for not joining in the oral work.

We always start out with a simple routine for the first little conversations, putting all the expressions and the vocabulary to be used on the black-board. The students choose partners and remain in their seats (thus avoiding all chances of intimidating them that first week or two). Have them talk back and forth in simple pre-learned terms in whatever the language. It could run something like this:

Q: What is your name?
A: My name is Mary Jones?
Q: Where do you live?
A: I live on Las Alturas Road, and you? Etc., etc.

These first days we are just feeling our way along. Necessarily the dialogue is simple. Later on we are prepared to start the slightly involved playlets. The previous day the vocabulary is put on the blackboard and concerns itself with words which aid the action of the play only. (By now in the regular class work a small working vocabulary has surely been accumulated.)

If our dialogue has something to do with the sale of a horse it might be all right to have the following list of words: body, head, leg, hide, mane, tail, hoof, eye, nose, dark, light grey, black, brown, white, ear, etc. The teacher can easily formulate vocabularies of his own. The front of the room can become a stable, or a horse market, or what have you.

A desk can become a store counter. On the board behind it can be crude chalk drawings of articles carried by the stores and labeled. Students can alternate between the job of store-keeper and buyer. Oh, there are hundreds of different ways of giving a little atmosphere to the dialogues. For instance, a circle of chairs can become a tea party setting, or the teacher's desk a bank-teller's window for a lesson on foreign money.

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Just ordinary descriptive talks by the students are best handled, perhaps, at their seats standing

now that they are no longer strange to the technique. Fifty to one hundred words are enough for these short talks and it's very wise to stimulate interest in them by having guessing games. For instance, a student describes his favorite movie actress and leaves it to the students to guess who it is. (True enough, the above verbal portrait isn't going to add to any of Johnny's general culture, but normal children love the movies, and if they can talk unashamed about this interest, they will always have a spark of devotion for the foreign language course that was human enough to permit it.) Guessing games like this absolutely force the student to listen to details, too. At first it is best to have these talks written out and handed in the previous day, corrected by the teacher, returned and given in class. If the daily written work is reduced once in a while by half this won't add extra work for the teacher.

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In advanced classes only spontaneous work should be encouraged; in second year classes quite often original work can be given without written preparation, so that the teacher can go over any mistake made in writing on the black-board; but in first year classes all work should be seriously prepared before being spoken in class. Otherwise one has to trudge through an ocean of errors, many of them too diffcult to explain to young students with their limited knowledge of the subject. The most important facts are to keep this conversational material frequent in its appearance, informal in its tone, pleasant, competitive, and lively in its spirit and down-to-earth in its subject matter. Choose topics that would be of interest to students if talking together about worthwhile subjects of interest among themselves. Girls like to talk about clothes; boys about things they've made or done in the spirit of adventure. Description of someone in the class with the other students guessing the pupil's identity is always good. This adds zest to the program.

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Contrary to common belief, Latin lends itself to this type of work also. Not so much conversational work is desirable in Latin as in modern languages. Yet the most damning aspect of Latin (which can and ought to be a dynamic subject) is that most students regard it as a "dead language" filled with nothing but dull campaigns.

Our Latin group grew envious because they couldn't "say things" in Latin during recess as the French, Spanish, and German pupils did; so we gave them the opportunity to do a little of this work. There was an eager demand for more of it, and since then Latin classes have defiantly insisted that Latin is a "living tongue," as facile as any modern language.

The main object is to keep rivalry amongst the students over this work, to guide but *never* to force them into it, to keep the work sparkling and informal, to reward with merits all conversational work well-done, rather than demerit the timid pupil who is terrified to hear his own wee voice muttering phrases in an alien tongue. Never fear he will join in the work when he finds he cannot retain his face otherwise. Above all else, create and preserve a sense af drama throughout the work, for then you will be appealing psychologically to one of man's (and student's) most vulnerable qualities.

Adjusting for Smooth Performance

ELSIE ROBINSON
Author of the Syndicate Feature, "Listen, World"

NEEDED—in every school in America—COURSES IN PERSONALITY ADJUSTMENT. Lessons in human relationship. Practical instruction, from kindergarten through High, in the simple essentials of civilized behavior.

▼

Under our present system, a youngster is taught practically everything on earth save the one requisite for a happy life—HOW TO GET ALONG WITH OTHER PEOPLE. Each year sees new novelties added to the curriculum . . . tap dancing . . . flower arrangement . . . window trimming, endless devices for enriching one's personal store of information and catching the elusive penny. But where will you find a class on that most indispensable of all human arts—HOW WHEN TO KEEP YOUR MOUTH SHUT? Yet it's a safe bet that more careers have been crippled by ignorance on this subject than by all the other handicaps put together.

Think of the various Odd Eggs whom you know—social, domestic and industrial. The people whom everyone dodges at a party or avoids in the office. What's wrong with them? They're smart enough. Capable, too. Decent, hard working, kind-hearted folk — for the most part—desperately eager for popularity and success. Yet they never quite click. Why?

Because they're social misfits. They have never been adjusted to the rest of the human race. And, as a result, they are as out of place in normal human groups as a freshly captured orang-outang.

▼

There's Sam, the Boaster . . . and Gertie, the Gloom . . . Jimmy, the wise-cracker . . . and Tillie, with the Non-stop Tongue. Also Bert, who uses the slightest statement as grounds for a seven-reel debate . . . or Fred, the Know-It-All—Parlor Panics, every one of them . . . just about as popular as a dose of hives.

And each one of them an ar-

raignment of our educational system. For few, if any of them, would have developed their irritating mannerisms if they had received proper training in their youth.

"Defense Mechanisms"—that's what psychiatrists call such mannerisms. Psychological cover-ups and compensations for past hurts and humiliations. Pitiful? Yes. But also powerful pesty—and utterly unnecessary. No one *has* to develop an unpopular "defense mechanism"—and no one who is correctly informed and trained *will* develop one. We all have hurts and humiliations. But we all can and should learn how to manage them . . . and how to adjust ourselves harmoniously in spite of them.

▼

And such instruction should be Lesson No. 1 in every human life. No education is worthy of the name unless it has taught—and tested—the student's graciousness, self-control, good sportsmanship, and social cooperation. It is not enough to merely observe and give marks on such attributes . . . they should be taught as definitely as Math or English Lit.

How we act is infinitely more important to the other fellow than what we know. You may be a walking encyclopedia, an animated joke book or a record breaker in your particular line—*but if you aren't also a gracious, tactful, self-controlled and comfortable human companion, no one wants you around.*

▼

Generally speaking, the 1938 model of *Homo Sap* is considerably smarter, more capable and better informed than the 1883 output. But in one respect he's gravely lacking, and that is in his manners. We're rapidly becoming the rudest bunch of smarties and showoffs, gabblers, grabbers and bullies the race has ever produced. Our movie manners alone would make the jungle jitterers thank heaven they'd stuck to their tails.

No automobile manufacturer would dream of selling a car before it had been tested and perfectly adjusted for smooth action. And no child is fit to face life until he, too, can give a smooth performance.

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Pupils Visit a Bank

Visiting a local bank and seeing it in operation proved a thrilling experience to a class of seventh graders in Galtier school of St. Paul, Minnesota. Many educational values resulted.

An interesting account of this "Unit on Banking" is given by William Scanlan in the Minnesota Journal of Education (St. Paul) for October. Mr. Scanlan writes:

"The class discussed the possibility of a visit to a local bank. The need for business letters was apparent. Every child wrote a letter, and two of the best were selected and mailed to the president. You may be assured that when the replies to the letters came they were studied with great care.

"Forty-seven children going to a nearby industry gave rise to many problems; among these were arranging the children in groups, safety in traffic, courtesy in the bank, and an adequate understanding of banks so what they would see on their excursion would be more meaningful.

"Upon their return from the bank there was a discussion of their experiences, and it was suggested that the class might pool their experiences and write a play. The play could be submitted to the committee for consideration for a broadcast over a local hookup as a part of the school programs by a local station.

"The play was written, submitted to the local committee, and approved. The children had the experience of giving the play over the radio less than six weeks after their visit to the bank."

The playlet starts with a question by a girl who had been unable to join in the visit to the bank. Her classmates gladly relate the things they saw and learned: safety vaults, burglar proof doors, time locks, bookkeeping machines, telephone switchboard, the different kinds of checks. The need of accuracy in arithmetic and in spelling and English was better understood. A bit about the history of banking was tied in neatly with the story. Even the meaning of compound interest came alive.

Banks are making their educational contributions to the adult community all the time. Many of them help to educate the children through their arrangements for school savings. But it remains for a group of children to visit a bank with their eyes and ears open, if they would fully benefit from the educational currents that flow from such institutions.

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CUNARD WHITE STAR

Why Hazing Is Out

RAYMOND E. MANCHESTER
Kent State University, Kent, Ohio

WHEN grand-pa attended the Institute for three months in the winter time the older students had some fun at his expense because he was a hay-seed wearing leather boots and home made pantaloons. Just because the opportunity offered, some of the tough town boys entered into the spirit of things and made their little individual contributions to the festivities.

After the institute grew into a four year college and students attended nine months of the year, the custom still prevailed and the tormenting of freshmen became an annual event. The tough town boys not only continued to make their joint and several contributions but became yearly more prominent as actors.

Hazing (of a kind) became something to be talked about!

As so often happens, the activity grew to be something entirely contrary to the thing originally intended. It became a senseless rough-house carried on with gang and mob violence under the vicious leadership of town and student bullies who were too yellow to make any attacks as individuals.

As colleges and universities continued to grow this type of hazing was recognized for what it was and now has been discontinued in all respectable institutions. It may still be in vogue in some *whoa-back* colleges where the "profs" still vote for Bryan and the students still part their various crops of hair in the middle, but on every campus where students know that Saturday follows Friday, an entirely new attitude is taken toward freshmen.

The modern college is out in the open market for the cream of the high school crop and all other graduates who may be just below the cream level. These young people are entertained, flattered, dined, danced, and even high-pressured with a view (upon the part of the college upper classmen) of selling these prospects the idea that, "Old Ivy Walls" is the best place to go for an education.

Quite a change! Freshmen are too valuable to lose through any silly foolishness!

All in the Day's Work

By EVERETT V. PERKINS
Principal, Cony High School, Augusta, Maine

Preserve that Enthusiasm

"I'm going to do better this year, Mr. Perkins," a boy told me the other day. Statements like this are heard commonly at the opening of school. There are few high school students anywhere who do not begin the new year with a resolution to do better. Such ambition and hopefulness are characteristic of youth.

Year after year I have watched many students lose the enthusiasm with which they started out. Usually I have felt that it was not chiefly their own fault that their courage waned. It has seemed to me that somewhere in the school requirements or in the attitude or procedure of some teacher was an obstacle that they could not surmount.

How can this enthusiasm of the beginning be preserved? There are many answers to this question. The first is that we teachers must catch the spirit of the students and resolve to improve our own work. Then our example will give back to the boys and girls in double measure the vision and the purpose which we have received from them.

We must see to it that every new subject is made interesting at the very first by giving the students an insight into its nature and the reason for its being included in the curriculum.

We must make sure that all assignments are reasonable and that all students know how to begin the preparation of their work. A little matter like being certain to call upon all pupils for some class contribution during the first few days is important for boys and girls naturally like to be recognized and when they have studied hard they want to show their teachers and classmates what they can do.

We teachers can make no finer resolution for the new school year than to try to keep for our students and ourselves the enthusiasm of the beginning.

My Other Garden

I love my garden; it gives me physical exercise, it relaxes my mind, and it inspires me with the miracle of its growth.

There is no occasion for me to be boastful about my school work, but I take much pride in my garden. I like to triumph over my friends by raising earlier peas and larger squash than they can produce.

A school is like a garden. The word, kindergarten, meaning garden of children, was well chosen. One has to foster and protect the plants in a good deal the same way that he does the boys and girls. Guidance and pruning are necessary in both garden and school. Weeds are like bad habits which creep in where nothing else is and it is hard to get rid of them if they get a start.

I have neither the time, skill, nor money to warrant my playing golf. But I have my garden, which furnishes all but the social contacts; these I can get in other ways.

Book Reviews

Composition as a Social Subject

SENIOR ENGLISH ACTIVITIES. BOOK TWO. By W. Wilbur Hatfield, E. E. Lewis, Cora Paine McKay and Gladys L. Borchers. New York, Cincinnati, Chicago, Boston, Atlanta, Dallas, San Francisco: American Book Company.

The word "Activities" in the title of the texts in high school English by Professor Hatfield and his colleagues is singularly appropriate. The avowed aim of Book Two is "to prepare pupils to speak and to write effectively in the normal situations of their present and future lives." The authors in the preparation of their material have kept in mind the thought that writing and speaking involve not only the use of language but also adjustments to social situations. This emphasis is in evidence throughout the entire volume. For example, Unit I bears the caption "Participating in Conversation." It begins with the statement that a census of 2,500 business men, professional men and clubwomen showed that conversation was the most common type of speaking and writing, and that it was also found to be among the most common language activities of 346 pupils in Chicago high schools. This unit on conversation is delightfully original. Among the topics treated are the following: "What to do about Late-comers," "What to Talk About," "The Way You Say It," "Expressing Opinions," "Sentence Variety" and "Increasing Your Vocabulary."

The Unit on "Making Special-occasion Speeches" is outstanding in its treatment of highly specific problems which confront the public speaker. One section entitled "Producing Action on the Part of the Audience" contains material which might be of benefit to public speakers of more mature years. The last forty pages of the volume are devoted to a "Review of Functional Grammar and Punctuation." The functional items of grammar are stressed through all the units. They are, however, never brought int any of the discussions without emphasis on immediate use. The book as a whole is noteworthy for its skill in furnishing material for the teaching of English in terms of experience.

Experience Extended

TALES OF TRAVEL. By Julia Lethfield Hahn. Boston, New York, Chicago, Dallas, Atlanta and San Francisco: Houghton Mifflin Company.

In this the most recent volume of the Child Development Readers we have the results of a systematic effort to collect material especially adapted to extending the experience of the child. At the outset it should be said that this is done not only by means of the text but also through the use of many pictures. Each of the four sections of the book is prefaced by several pages devoted to pictorial material. In the section entitled "Conserving our National Wealth" we find reproductions of photographs of gullies made by water erosion, of deep gully erosion, of check dams built to stop erosion, of a dust storm and of water fowl refuges provided for the conservation of bird life. Moreover, the text itself is interspersed with numerous illustrations.

Fine as is the material provided by the illustrators, the worth of the book must, of course, be evaluated in terms of its literary content. Although it contains stories from numerous parts of the world, it is more than a collection of tales for children. Its distinctive characteristic is its assembling of material designed to give the child a clearer understanding of his own and other countries. In it literature and geography are successfully combined for the purpose of giving pleasure to the child and enriching his life.

Learning and Teaching

THE PSYCHOLOGY OF LEARNING THROUGH EXPERIENCE. By Henrietta V. Race. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

This significantly titled book is in a field by itself. Written for elementary teachers and those preparing for work of that type, it synthesizes in its general approach psychology, philosophy and teaching methods. The subject matter is simple in presentation and practical in application. The psychology is that of the connectionist school as developed by Edward L. Thorndike and the philosophy that of the pragmatic school, as represented by John Dewey in his philosophy of education. Those not accepting these in their entirety will naturally be inclined to take issue with some of the underlying teachings of Miss Race's chapters. But the usefulness of the book will not be confined to those who uncritically accept the connectionism of Thrndike and the pragmatism of Dewey. Since the work is practical rather than theoretical, anybody interested in the concrete problems of learning and teaching will find it of value.

The chapters on "The Principles and Facts of Learning," "Learning by Rote Association of Ideas" and "Learning by Logical Association of Ideas" are exceptionally rewarding. No one will read them without doing some analyzing of his own methods of learning. The chapter on "Emotion, Personality and Mental Health" is among the most interesting in the book, one of its outstanding values being the light which it sheds on the working of the mind of the child. The volume is made unusually interesting by the use of incidents in the lives of children for illustrations of the ideas developed by the author. Some of these are amusing, some depressing, and all enlightening. Teachers coming into contact with this material will find it immeasurably helpful.

Adjusting to Life

PERSONAL AND SOCIAL ADJUSTMENT. By Willis L. Uhl and Francis F. Powers, New York, Boston, Chicago, Dallas, San Francisco: The Macmillan Company.

It may not be strange, but it surely is unfortunate that the one most important subject for all young and older people to master has thus far been almost wholly omitted from the curricula of schools. That subject is well named in the title of this new text by Uhl and Powers—"Personal and Social Adjustment."

Any textbook that is to be truly effective in this field must itself be well adjusted to the thoughts and inner promptings of those who are to study it. The text in hand appears to be precisely of that sort. There is not a line of arbitrary or didactic writing in it. High school pupils can enjoy its easy style, its apt allusions to persons and things they have heard about, and its frequent uncovering of points they may not have taken into account in forming their views of life and how to live it successfully.

Men and women in their relations to a complex world make an interesting theme when dealt with in an interesting fashion. There must be no straining for applause, if young people are to have confidence in their guide. And there must be no sacrifice of scientific truth if outcomes are to be satisfactory. "Personal and Social Adjustment" measures up quite admirably to the standards demanded of a book in this little-trodden field.

Learning to co-operate is, of course, the aim. But how? What changes are needed in personal attitudes and habits?

As basis for a course in social orientation, this book is one of the most promising yet offered.

Integrated Mathematics

LIVING MATHEMATICS. G. M. Ruch, F. B. Knight and G. E. Hawkins. Chicago, Atlanta, Dallas, New York: Scott Foresman and Company.

Designed for high school freshmen this new text, "Living Mathematics," undertakes an integration of arithmetic, algebra, geometry and simple trigonometry. Real life situations, many of them growing out of the citizen's relations with government, have been utilized throughout as problem sources. An informal and courageous attempt has here been made to render the study of mathematics interesting and practically helpful both to those who will continue mathematical study and to those terminating such study with this course.

Science for High Schools

OUR PHYSICAL WORLD. AN INTERPRETATION OF THE PHYSICAL SCIENCES. By Charles F. Eckels, Chalmer B. Shaver, and Bailey W. Howard of the Department of Physical Science, Pasadena Junior College. Chicago, Boston: Benj. H. Sanborn and Company.

Physics, chemistry and geology are so closely allied in subject matter and fundamental laws that it is a wonder these sciences have not been brought together more frequently between the covers of one book.

"Our Physical World" is an unusually attractive text which undertakes this natural unification of treatment for high school classes in general science (grades 11 and 12). An admirable piece of work has been accomplished by the authors, and the publishers have evidently spared no pains in typography, illustrations, paper or binding to make a schoolbook of sterling quality.

Energy and matter and their manifold applications to human wants and comforts, make an absorbing theme, as presented in this outstandingly clear interpretation.

Awakening of X, Y, Z

ALGEBRA AND ITS USES. Book I and II. By Nathan Silberstein, James Monroe High School, New York City; Marquis J. Newell, Evanston (Ill.) Township High School; George A. Harper, Headmaster, Southern Arizona School for Boys, Tucson, Evanston, Illinois, New York City, San Francisco: Row, Peterson and Company.

A noteworthy addition to the list of available texts in algebra, is the two-book offering titled "Algebra and Its Uses."

With pages attractively printed in larger-than-ordinary type, these new texts treat algebra as more than a system of disconnected symbols and processes. The subject has been brought into a coherent whole by centering it about the functional relationships of variables. Graphs, formulas and equations are made the basic consideration in the development of mathematical power in the pupil. Problem solving, instead of being relegated to water-tight compartments, has been interwoven as an essential and motivating task throughout the two volumes which meet the needs of first and second year classes respectively.

Under the guidance here offered the young student, algebra takes on its true character as a serviceable instrument rather than a set of abstract rules having little to do with everyday life.

Practical Economics

EVERYDAY ECONOMICS. By Cornelius C. Jansen and Orlando W. Stephenson. New York, Boston, Chicago, San Francisco: Silver Burdett Company.

Economics is a subject that does not stay put. Textbooks in such a field are certain to go out of date with unbelievable rapidity. Consequently, revisions must be frequent. Jansen and Stephenson's *Everyday Economics* first made its appearance in 1931, but the authors and publishers have seen to it that the work has kept step with the rapidly changing conditions in the phases of life with which it has to do. The title of the book indicates that the primary emphasis is upon economics as it applies to the practical problems of the average man. The subtitle, "A Study of Practices and Principles" is illuminating. Although theory is not neglected, the chief concern is with the questions which none of us can escape. This characteristic of the material makes it especially teachable.

The 1938 edition follows the same general lines as its predecessors. Nevertheless, there is an even larger number of striking new halftones and graphs. Among the topics which receive greater emphasis are consumer economics, deposit insurance, housing, installment buying and social security. Many original and thought-provoking activities are provided.

Economics and Geography

INFLUENCE OF GEOGRAPHY ON OUR ECONOMIC LIFE. By Douglas C. Ridgley and Sidney E. Ekblaw. New York, Chicago, Boston, San Francisco, Toronto, London, Sydney: The Gregg Publishing Company.

The underlying idea of this text in economic geography is that a knowledge of environment enables the student to understand the agricultural, industrial and allied activities pursued in any part of the world and to appreciate how people adapt themselves to local conditions everywhere. The book is prepared in units for daily studies and contains comprehensive lists of projects, discussion topics, suggestive questions and other exercises. Maps, graphs and pictures are given captions that not only explain them but raise questions to be answered from the text, from general observation and from independent thinking. For example, a spraying operation is labelled, "Guaranteeing Good Fruit," and a growth of Cuban pines, "Telephone Poles Growing."

Climate, Man and Industry are the three chief topics of the book. Agriculture, lumbering, mining, grazing and other basic industries are discussed in the light of various geographical backgrounds The closing chapter has to do with "The City—A Unit in Modern Economic Geography." A number of highly useful statistical tables are appended in the book.

The News Digest SECTION

Cleveland Tries Radio as Teacher

CLEVELAND, O.—The city school board has inaugurated what it believes to be the world's first public radio system exclusively for educational purposes. Educators have expressed interest in observing the change which broadcasts from the schools' station WBOE may make in teaching methods. About 60 city schools are equipped to receive broadcasts from the school board's station. The remainder of the 150 schools are to be equipped in the near future. The teacher in the radio station may stop at various times during the program for the pupils to work problems or study diagrams and maps. He also may stop talking to give the classroom instructor time to conduct a demonstration of the subject being taught.

Hits Frequent Quiz As Spur To Study

PROVIDENCE, R. I. — Use of the periodic quiz by teachers to impel their students to better work has little value, according to a two-year experiment conducted in college classes at Rhode Island State College. Dr. Victor H. Noll, now associate professor of education and psychology at Michigan State College, made the study and reported his results in a paper before the meeting of the American Association of Applied Psychology. "There is no evidence here, and little in other studies, to support the common belief among instructors that written tests as commonly used motivate learning or increase total achievement in college classes," Dr. Noll said.

WPA Maps Benefits for 1,000,000 Pupils

WASHINGTON—The health and educational measures of the Works Progress Administration will provide benefits for more than 1,000,000 children this year, according to Harry L. Hopkins, administrator. For many children, he said, this assistance will mean the difference between attending and not attending school. In virtually every State, he reported, needy children were receiving physical check-ups, dental examinations and sight and hearing tests which otherwise they might not have. In thousands of cases, he added, physical and constitutional ailments will be discovered which might otherwise progress to the danger point, and treatments will be arranged, while other thousands will be immunized against communicable diseases.

STATE COLLEGES ARE GAINING OVER PRIVATE INSTITUTIONS

NEW YORK—Enrollment of students in State institutions of higher education will soon exceed that in both the colleges and the universities under private control, if the rate of increase in the growth of the State institutions continues as it has since 1928.

This conclusion is drawn in a paper published by the General Education Board. In a previous pamphlet it was stated that the privately endowed colleges and universities were confronted with diminishing returns from endowment funds, increasing competition from the publicly supported colleges and universities, the possibility of a shrinkage in gifts and bequests especially from large donors, the need of larger salaries to retain and attract able faculties.

It held that these grave problems must be satisfactorily solved if the endowed institution was to continue as an important factor in higher education.

The percentage of increase in enrollment in the State institutions in the period surveyed "was approximately seven times as much as that in the private universities. The enrollment in private colleges actually decreased a trifle."

30 Boys Register For Beauty Course

NEW YORK—Beauty culture for boys is now being taught in the New York City school system. For the first time, boys are to be allowed to learn the art of finger-waving, hair-shampooing, massaging and the other necessary steps to become a talented beauty shop operator. A course in this subject for boys was opened at the Metropolitan Vocational High School. The boys—thirty have registered—feel that an opportunity for skilled beauty operators exists in the city today. In the past such training has been largely reserved for the girl students.

Critic to Address English Teachers

BOSTON, MASS.—The annual winter meeting of the New England Association of Teachers of English will be held at Hotel Bond in Hartford, December 9 and 10. The general subject of the convention will be: TODAY'S TEACHER OF ENGLISH: PREPARATION, BACKGROUND, PERSONALITY. Miss Elizabeth Drew, the English critic and author, will speak at the banquet on Friday evening, December 9.

It is recommended that early reservations be made by those planning to attend the convention.

Syracuse Widens Marriage Course

SYRACUSE, N. Y.—After five years of experimenting, Syracuse University, at the request of the student body, is offering for the first time this year a credit course on marriage problems. Syracuse took the lead among Eastern educational institutions in offering a series of lectures by specialized authorities on the problems of courtship and marriage. These were offered to upperclassmen and women in separate groups. Considered a novelty at first in most circles, the plan drew praise and criticism from educators on other campuses and from laymen. The Syracuse student body, however, greeted the program enthusiastically, and a demand arose for a full-year credit course. The present course expands elements and features of the previous non-credit courses.

EDUCATIONAL HORIZONS

By RANDALL R. PENHALE
Principal, Iron River High School, Iron River, Michigan

While this, our second installment to "Educational Horizons," is taking shape, the world's foundations are being shaken as never before. In many schools teachers of world history, civics, and—believe it or not—biology, have dropped temporarily their scheduled study to devote their attentions to the history of the hour. President Dr. Dykstra of University of Wisconsin went so far as to tell his 2,400 incoming freshmen that they should be grateful for the privilege of living in United States—"one of the few surviving democracies of a turbulent world." Alma College in Michigan had the Czech crisis brought to their doorstep with the enrollment of one Otakar Podnabsky, who this summer was an eye witness to the stirring events of his homeland. "The people will not give up to Hitler," he said, but time has shown us the extent of his disillusionment. . . . What effects these events will have upon Czecho-Slovakian schools can not be foretold. In Rome Il Duce has ordered the dismissal of Jewish administrators, teachers and pupils (about 10,000) from all institutions whose diplomas are recognized by the state. . . . Commencing September 29 church and other private schools of German Austria were to be directed by the National Socialist party. . . . What, then, is on the educational horizon in little Sudetenland?

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Catastrophic days like these drive home the timeliness of this year's National Forensic League debate topic: "Should the U. S. establish an alliance with Great Britain?" What success have your debate squads enjoyed in recent years? Do you find the topics more within the range of high school students' interests and comprehension?

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Ere this chapter finds its way into cold type, colleges and universities will be firmly entrenched for another year's round of pigskin contests, sorority and fraternity tea dances, — and some study. Most schools report increased freshman enrollment. Dr. C. E. Baker, of the U. S. Office of Education, writing in *School Life*, traces these increases to the high birth rate after the World War, but predicts that within the next decade the situation will reverse itself. The birth rate, Dr. Baker states, slipped 23% between 1921 and 1937, a fact which will cause grade school enrollments to dip as far as the seventh grade. By 1940 Dr. David S. Muzzey estimates there will be approximately a million fewer boys and girls between nine and sixteen years than in 1930. In all there are about 30,500,000 children in American schools this fall, 8,000,000 of whom are in high schools and colleges. The appalling feature of all this, of course, is the failure of society to absorb our graduates into gainful employment. What is your community doing to solve this perplexing problem?

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An intriguing topic about which I have always hankered to write is school forests. While I am not a science teacher, seedling planting, it seems to me, is an activity to be encouraged. In the Upper Peninsula of Michigan, particularly Marquette County, over 215,000 seedlings have been planted since 1929, 90% of which are alive. 4-H and similar organizations, assisted more recently by CCC boys, have carried on the work of reforestration. Michigan's best tract is owned by the Negaunee schools, to which this writer (I can say it with some pride) was for several years attached. At the Oshkosh, Wisconsin Teachers College tree planting takes on a slightly different angle. Fifty-six of the ninety-eight varieties of trees and shrubs native to the Badger state are being brought to the campus under the direction of Professor H. W. Talbot.

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In the last month's "Educational Horizons" we commented on the efforts of schools to reduce traffic accidents. Happy indeed, then, to read that in Mansfield, Ohio, Patrolman Fred C. Beals and playground instructor Betty Braden have during the past summer taught traffic rules to some five hundred children using toy automobiles in diminutive model cities laid out on the community's playground. . . . Speaking of safety prompts me to work in edgewise one brief tribute to a vast army of school men—school men just as real as any of us. I refer to our school bus drivers who annually transport some 3,250,000 boys and girls to and from their homes, a ratio of one in eight. Contrary to the custom in most states, North Carolina, "mans" its buses with some 3,600 rural boys who last year boasted about their record of no fatalities or serious accidents. Professor A. C. Lambert's recent book *"School Transportation"* (Stanford University Press—$3.00) makes the point that school transportation is now "big business." Have you read it?

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"What shall I do this year to brighten up my teaching?" a colleague asked me recently. I suggested use of the Radio Script Exchange in the Office of Education, available to teachers free of charge. Living in a country where there are approximately 33,000,000 radio sets, this is an activity which fits in with student interests. Write to the U. S. Office of Education, Washington, D. C., for their series on vocations, dramatics, science, industry, and safety. Then I suggested use of the National Council of Teachers of English recordings of famous poems as interpreted by the poets themselves. Contact the National Council at 211 West 68th Street, Chicago.

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And now for a paragraph of tid bits from "here, there, and everywhere" (apologies to Elmer Turner of the Chicago Herald and Examiner). . . . We hope Robert W. Morrison of Mahomet, Illinois, arrived safely via bicycle at Harvard—a distance of 1,135 miles. That's what a scholarship winner will do to get an education! . . . At Eyre, near the Alberta, Canada, border the newest variety of sit-down strike recently occurred. Having received no wages since December, 1937, a teacher refused to leave his school. Fortunately, a $50 check called a speedy (?) halt on education's first sit-down strike. While we agree teachers' stipends are none too large, we do not recommend the method our Canadian colleague used. In Johnston City, Illinois "payless paydays" have been the order of the day for the last eight years, but no strike. Since 1930 it has been scrip, but state funds this past month will give them the much desired cold cash. At Lille, France, two hundred university students resorted to the "I won't move" technique

—each student used up ten hours to imbibe a small tumbler of beer—to teach a cafe owner he should be more patient with their antics if he wanted their patronage!

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Do any of the JOURNAL's readers have more detail concerning Santa Barbara (California) State College's new stadium being built, as we understand it, on the seashore? Won't you send us a card or photograph? . . . At Newberry, Michigan, supervised baths for school children is a WPA project! . . . The most outstanding achievement this past month is the discovery by Dr. J. J. Pohle of the University of Wisconsin medical school and Dr. E. H. L. Taylor (Boston) of a treatment to arrest hemophilial bleeding. . . . Hibbing, Minnesota has a report card which ought to be universally studied. Write Mr. Karl F. Nolte for a sample. . . . At Clarkdale, Arizona, fifteen pupils were injured recently when the high school roof collapsed. This, it seems to us, is a strong argument for more than the usual superficial inspection of buildings by boards of education prior to their occupancy by school children.

N. Y. Looks Back To School of 1638

ALBANY, N. Y.—The 74th convention of the University of the State of New York, held late in October, commemorated the 300th anniversary of the founding of the first common school in New York State. The general theme of the convocation was the meaning of education rather than the history of education. Speakers from many states in this country as well as from abroad were present. Since the early Dutch days the New York school system has grown through many phases from a tiny group to an enrollment of more than 1,000,000 pupils. Manhattan in 1628 had a population of 270, which rose to 400 by 1643. Changing times brought a demand for greater facilities and brought problems with it. Stuyvesant is quoted as saying in 1647: "Whereas, for want of a proper place, no school has been kept for three months, by which the youth here run wild, it is asked where school can be kept, in order that the youth may be kept from the street and be accustomed to discipline."

Scott of Belmont Resigns 2 Years Ahead

BELMONT, MASS.—The resignation of Frank A. Scott as superintendent of Belmont schools, submitted almost two years in advance of his proposed retirement date, was accepted by the school committee to take effect July 10, 1940. On that date he will have reached the retirement age of 60. Scott joined the school system at Belmont in 1910 as principal of the high school. He was appointed superintendent in 1921 and has served continuously since without leave of absence. His resignation contained a request for a year's leave for travel and study.

Green To Be Used For Blackboards

NEWTON, MASS. — The Newton public buildings department which produced three years ago a school building in Newtonville with round corners, is supervising in West Newton the erection of a school building with green blackboards. Superintendent Campbell of the building department said that the new $300,000 building on Derby street is probably the first schoolhouse in Greater Boston to be so equipped. The green "blackboards" are made of plate glass, sanded and colored, that is expected to wear better than slate and to be more soothing to the eyes of teachers and pupils. George Kellar, secretary of the school committee, said that the new writing surface will make possible a change from conventional black and brown interior to more cheerful green tints in walls, clocks and floor surfaces.

Give Teacher Chance To Go Hunting

BATTLE CREEK, MICH.—The Lincoln District school near Union City opened a week earlier than usual this term so Mrs. Riley Bryan, a teacher, can go deer hunting with her husband this fall. Mrs. Bryan induced the school board to change the schedule so she can have a week's vacation during the hunting season.

Payless Paydays End after 8 Years

JOHNSTON CITY, ILL.—The "payless paydays" which had kept Johnston City high school teachers living from hand to mouth for the past eight years are only a nightmare of the past. The school's 16 teachers are eating at home again, enjoying some luxuries and living more normal lives. Because of the school district's financial troubles, including an inability to collect taxes, the teachers have been paid in scrip which has been cashed at discounts ranging from 10 cents to as high as 50 cents on the dollar. They received their first cash—$25 a month—last year. Now, Johnston City has been allotted state funds, and its 16 teachers will get their wages in "hard money" for the first time since the start of the depression.

Pupils to Travel In Imagination

NEW YORK—Ten-year-old girls of Public School 17, Manhattan, have started on a three-month bus trip to California. The children, many of whom have never left their block, are eagerly seeing Washington, New Orleans, the Mississippi River and the West. This is not a real trip, of course, but an imaginary one in place of the ordinary classroom procedure. In seventy-two schools throughout the city, 65,000 boys and girls have selected trips at home or abroad, planning to tour China or Brazil, developing puppet shows, or visiting imaginary farms. These children are participating in the most extensive progressive education experiment ever attempted in this country. They are getting first-hand contact with the "learning by doing" philosophy expounded by John Dewey and William Heard Kilpatrick. Instead of studying geography, history, civics, English or writing as separate subjects, the curriculum becomes integrated in one major project.

History Taught By Father and Sons

LANCASTER, PA.—A father and his two sons comprise the professorial staff of the Department of History at Franklin and Marshall College. Dr. H. M. J. Klein, the father, is head of the department, and Audenried Profesor of History. He came to Franklin and Marshall in 1910 from the pastorate of a large Reformed Church in Allentown. Frederick S. Klein is a graduate of F. and M., studied at Columbia University and returned here as a member of the faculty in 1929. He conducts the college symphony orchestra and assists his father in historical research and writing. Philip S. Klein, also a graduate of the college, received the degree of Doctor of Philosophy at the University of Pennsylvania in June and became an instructor in the Department of History when the college opened this Fall.

EXPERIMENT SHOWS TENDENCY TOWARD A "GET BY" ATTITUDE

URBANA, ILL.—All children tend toward mediocrity in their aspirations, according to a study reported by Professor Harold H. Anderson of the University of Illinois and made in collaboration with Professor H. F. Brandt of Drake University. The fifth grade pupils whose goals and achievements were studied showed a tendency to want only to "get by" rather than to set up goals at levels which would represent an improvement over previous achievement.

Children low in achievement set goals considerably above past attainment, while children high in achievement set goals considerably below their preceding attainments. At the same time, the tests showed that pupils who did set goals produced subsequent achievements significantly superior to those of pupils who were not asked to set goals for themselves.

Girls scored higher than boys in some tests although in the experimental group which set a goal before each test, the increase in scores was practically the same for both sexes.

The experiment utilized a cancellation test given twice a week for three weeks to 100 fifth grade boys and girls in two schools, one school providing the experimental group and the other the control group. The experimental group individually set goals before taking each test and with knowledge of previous results and standing in the group, while the control group worked without goals or scores known to themselves.

Enrollments Rise In Private Schools

BOSTON—Enrollment figures for a cross-section of private schools throughout the United States indicate an increase of just over one per cent from 1937. Schools reporting losses or no increase attribute the condition to reduction of applications due to business depression, "diminished incomes enabling fewer boys to go away to school." Those reporting increases attribute them to "good crops in the Northwest"; "an active promotion program, together with the fact that the school is doing a good job"; "our patrons seem to have more money to spend"; "slight betterment in business conditions over the Summer."

Films of Virginia Available to Schools

RICHMOND, VA.—Four new educational motion pictures about such Virginia subjects as George Washington, Luray Caverns, Natural Bridge and Historic Lexington, and the Colonial National Historical Park, have been added to the film library of the Virginia Conservation Commission, Richmond, for distribution on a free loan basis to schools, colleges, civic and travel clubs, and other such organizations.

Some of the films are silent, some are sound; some are available in 16mm size, and others in 35mm size. Organizations desiring to borrow these films are first advised to write to the Commission for one of its new motion picture pamphlets, in which each film is described and in which the conditions of distribution are listed.

New York State's Spending is Scored

PRINCETON, N. J.—That the State of New York has been expending large sums of money each year on its school system in return for a "low education result" was indicated by Dr. Luther Gulick, director of the Institute of Public Administration in New York. He was speaking before the Government Research Association meeting here. Dr. Gulick's survey revealed that of the 8,000 school districts in the State, hundreds of districts had fewer than 10 pupils. There are more than 2,000 districts with fewer than 100 pupils each, and some districts with no pupils at all. In a few others it was found that the district was being maintained for one pupil and two teachers each. Indicative of the cost to maintain some of the rural districts, it was found that $1,511 was expended to educate one pupil for one year.

Teachers of English To Meet at St. Louis

ST. LOUIS, MO. — Anticipating a large crowd at the twenty-eighth annual meeting of the National Council of Teachers of English, because of the central location of St. Louis, the committee is making extensive preparations for the convention, November 24-26. Dean William Glasgow Bowling, of Washington University, is general chairman; and Mark A. Neville, of John Burroughs School, is chairman of direction and general arrangements.

Headquarters will be in the Hotel Jefferson.

The program, planned by President Marquis E. Shattuck, will center around evaluation of the English program and its results.

Massachusetts teachers who wish membership blanks may apply to Dr. Winifred H. Nash, Roxbury-Memorial High School, Boston, Mass., State Representative of the Public Relations Committee.

Supt. Malcolm Heads Michigan Group

SAULT STE. MARIE, MICH.—George G. Malcolm, superintendent of public schools here, was recently elected president of the City Superintendents of Michigan Public Schools. E. D. Willman of Owasso was elected vice-president.

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Log Cabins Built For Students of Law

DURHAM, N. C.—To provide both quiet and atmosphere for student lawyers, Duke University has constructed a group of five log cabins, one of which will be a central recreational hall and the other four to domicile 32 students. The cabins are situated on the edge of Duke forest, a short distance from the law building of the university. They will permit the lawyers of the future to pursue their studies under Abraham Lincoln conditions plus electric light and heat and will at the same time relieve housing conditions and provide low-cost accommodations. The fireplace in the central cabin will not be needed for light or heat, but is expected to create an atmosphere for the discussions of law that will take place in the main hall when students gather.

Lazy, Quick-Witted Student Faces Failure

NEW YORK—The prospect of failure in Columbia College is greatest for the bright student who was quick-witted enough to "float" through high school, doing a minimum of work, Dean Herbert E. Hawkes warned freshmen recently. Offering friendly counsel in an informal talk, Dean Hawkes first assured the newcomers that they had shown by meeting Columbia's stringent entrance requirements that they were fully capable of college work. But, he added, complacent intelligence is the most "exposed post of danger" in the college.

Building Project Wins After Two Defeats

GROSSE POINTE, MICH.—Twice defeated, the junior high school building project for Grosse Pointe, Michigan, carried overwhelmingly at a special election Tuesday, September 27. By a nine-to-one vote, the school electors approved a bond issue for the $877,000 building. A vote to increase the millage tax limit carried seven-to-one. Dr. E. R. Van Kleeck, new superintendent of schools in Grosse Pointe, said that the vote was the heaviest in the 16 years since the consolidation of the school district, which embraces the City of Grosse Pointe and the villages of Grosse Pointe Park, Grosse Pointe Farms, Grosse Pointe Shores and Lochmoor, all in the Detroit suburbs.

The building will be a P.W.A. project. An intensive educational campaign preceded the voting. Besides the usual avenues of newspapers, parent-teacher groups, thousands of reprints of school articles and pictorial advertising, the radio was also used.

New Equipment Item: A Dictionary Table

A walnut table of Colonial design and made with sloping top to hold the New Merriam-Webster Dictionary at convenient height for a person seated in a regulation chair, is announced by the G. and C. Merriam Company, Springfield, Mass., who will be glad to send information to any one interested. The table marks a great improvement over the old fashioned dictionary stand.

Auto School Opens With 2,500 Pupils

BROOKLYN, N. Y.—New York City school system officially added a new $2,500,000 unit—the Brooklyn High School of Automotive Trades—to its educational plant. The doors closed with 2,500 boys—all bent on learning the various aspects of the automotive

CANAL ZONE PUPILS EXCEL RIVALS IN UNITED STATES

PANAMA CITY, C. Z.—American children living in the tropics are not retarded thereby, according to achievement tests, which show that Canal Zone pupils have a higher scholastic standing than the average students in the United States.

The tests given in all Canal Zone schools were those worked out and standardized by expert educators in the United States. General achievement in the schools there, from elementary grades through the high schools, was from four to eight months in advance of standard achievement norms in the United States.

The tests show that the average Canal Zone student excels in achievement 65 per cent of the high school students in the United States in mathematics, science, history, Latin, Spanish and French. The achievement in languages is considered due to the fact that by reason of their residence there a majority of the students grow up bilingual, speaking both Spanish and English.

Their knowledge of Spanish and the opportunity to use it is held to help them with Latin and French. The major weakness of Canal Zone students is English spelling, which may be due to their early acquisition of Spanish and its fairly constant use.

That geography is one of their strong points is also explained by their residence and associations.

Junior high school students are six and one-half months ahead of the same students in the United States and reading in the elementary schools is five months ahead of United States norms. General achievement in grades two and three is five months and in grades four, five and six, eight months ahead of average students in the United States.

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trade—enrolled for the four-year course. The school is considered by officials to be only one of its kind in the country. It will embrace every phase of the automotive trade, from repairing flat tires to operating a showroom. Before any of the $500,000 worth of machinery and equipment was purchased, conferences were held with representatives of the big motor companies. As a result, the educators feel that they have a school that combines book knowledge with practical field experience.

School Adopts Social Grading

CUYAHOGA HEIGHTS, O.—A system of social grouping rather than numbered grades has been inaugurated at Cuyahoga Height's new elementary school, near Cleveland. Superintendent of schools Terry Wickham directed the planning of the curriculum for putting into practice the advanced educational theories which an elimination of grades necessitates. The superintendent explained on what basis the children would be placed in various groups. He said that the child would play with children of his own age and size—although he might read rapidly and solve arithmetic problems slowly. "When it comes to studying, the child will study art, music and social studies in his social group," Wickham said. "Reading and arithmetic, however, will be studied in the group the child is most fitted for—for example, a lower, average, or advanced group."

Seeks Cause of "Normal Youth"

CAMBRIDGE, MASS. — Protracted medical research on "forces that produce normal young men" has begun at Harvard University in the newly opened annex to the Hygiene building, under the direction of Dr. Arlie V. Bock, head of the hygiene department. In a novel approach to causes of personal failure and success, Dr. Bock and a staff of eight assistants will study volunteer students selected from all parts of the university. The research, which will continue for at least five years, will deal with heredity, constitution, family, school life and other elements affecting the make-up of the individual.

Nursery Schools Transferred to WPA

KNOXVILLE, TENN. — Since 1935 the schools have provided a supervisor of nursery schools and a secretary for her, out of the school budget. Since there was a question as to the legality of such expenditures, this budget has been transferred to the City Welfare Department. In the city there are nine W.P.A. nursery schools, of which two are for the Negro children.

KNOXVILLE, TENN.—In the High School Night School there is a Counseling, Guidance, and Placement Department to help unemployed adults find work. The night school drama class last year presented a series of thirteen half-hour skits over the radio each Sunday at 4:30 P.M., thus giving a great deal of publicity to the night school.

Statement of ownership, management, circulation, etc., required by the Acts of Congress of August 24, 1912, and March 3, 1933, of The Journal of Education, published monthly at Boston, Massachusetts, for October 1, 1938.

State of Massachusetts, County of Suffolk, ss.

Before me, a Notary Public, in and for the state and county aforesaid, personally appeared Anson W. Belding, who having been duly sworn according to law, deposes and says that he is the Editor of the Journal of Education, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in Section 443, Postal Laws and Regulations, to wit:—

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher—New England Publishing Company, 6 Park Street, Boston, Mass.

Editor—Anson W. Belding, 277 School Street, Watertown, Mass.

Managing Editor Isobel R. Lay, 391 Broadway, Winter Hill, Mass.

2. That the owner is (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of the stockholders owning or holding one per cent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a firm, company, or other unincorporated concern, its name and address, as well as those of each individual member must be given.)

New England Publishing Company, 6 Park Street, Boston, Mass.

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ANSON W. BELDING, Editor.

Sworn to and subscribed before me this 1st day of October, 1938.

ISOBEL R. LAY.

My commission expires October 18, 1940.

Man's Diction Best, Says M.S.C. Expert

AMHERST, MASS.—The age-old saying that "women talk the most but men talk the best" has the endorsement of Clyde W. Dow, specialist in speech, Massachusetts State College. "Women seem to pick up the fundamentals of good speech more quickly than the average man," he said. "But if a male student is good he is almost invariably better than any woman. Women as a rule seem to learn more readily how to meet the demands of social communication. Men are less ready to extend themselves to be affable and likable. But when a man once sets out to be a good speaker or a good conversationalist, it's the man every time who is tops at the business."

Cambridge Council Would Disown Harvard

CAMBRIDGE, MASS.—Fair Harvard is deemed so unfair by Cambridge city fathers that they have passed a resolution in favor of having the university made into a separate city. Members of the city council pointed out that the university owns over $20,000,000 worth of untaxed property in the municipality, for which taxpayers must provide police, fire and other services. Admittedly, however, the councilmen are also thinking of the agitation by Harvard faculty members of a city manager form of government for Cambridge, with proportional representation.

As part of the same quarrel, the council voted $500 for a checking of names on the city's voting list, to see if it were true that 2,000 Harvard students have fraudulently registered in order to vote on the city manager plan.

City politicians cite the recent riot in which several Harvard freshmen bullied a group of paraders belonging to the Junior American Legion. Four students were found guilty in municipal court.

Scores Midnight Oil As Poor Planning

CHICAGO, ILL.—To the millions of youths entering or returning to school this fall has come this warning from an educator who has specialized in vocational adjustment: "Budget your time to avoid burning that midnight oil."

M. P. Nelson, assistant to the president of North Park College, Chicago, gave that admonition in urging college and secondary school students to prepare to meet the scientific and technological advances of a rapidly changing workaday world by planning definite, well organized programs for scholastic and vocational success.

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